Lead change.
Maximize impact.

Learning Forward
Annual Conference
2015

Conference Program

SAVE $50
Register by October 1
for 3-, 4-, or 5-day conference attendance.

Dec. 5–9, 2015 | Washington, DC
Gaylord National Resort & Convention Center
Join us in Washington, DC.
Lead change. Maximize impact.

On behalf of the Learning Forward Board of Trustees and staff, we invite you to join us in Washington, DC for our 2015 Annual Conference. This year’s conference features a fantastic program that will make an impact on educators and students every day. Our sincere thanks go to the DC Host Committee and the Conference Program Planning Committee for challenging us to expand our vision and consider new strategies for advancing our impact and our learning.

Once we return to our own professional settings, we can work within our spheres of influence to become agents of change to educate others who affect educational practice and student learning. As we share the examples, skills, knowledge, and insights we gained, we become advocates for all that effective professional learning can accomplish.

Learning Forward’s 2015 Annual Conference will empower you to be a part of an effort to improve the lives of students and educators, and to transform our schools into powerful places where all educators and students learn.

Join us in Washington, DC, to lead change and maximize impact.

Deborah Jackson
Learning Forward
President

Stephanie Hirsh
Learning Forward
Executive Director

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Norristown, PA

Olivia Zepeda
Gadsden Elementary School District #32
San Luis, AZ
Dear Colleagues,

To those of you returning to Learning Forward’s Annual Conference, and to those of you who are with us for the first time, welcome! Thank you for joining us for THE Learning Conference. Your presence here in DC signifies your commitment to leading change and maximizing the impact of the educators you work with and the students you serve.

Our goal for this event is improved student learning in all schools. We advocate and promote excellent teaching and learning every day. Learning Forward builds the capacity of leaders to establish and sustain highly effective professional learning and to become agents of change.

How does this conference help you lead change and maximize impact? By providing you with keynote speakers, thought leaders, and practitioners who will inspire you, challenge you, and share strategies to help you meet the challenges you face. By exposing you to vendors who are developing innovative solutions to your professional learning needs. And by connecting and reconnecting you with friends and colleagues who are engaged every day in professional learning that gets results for educators and students.

We hope you take some time to explore the sights and sounds of the District of Columbia, Maryland, and Virginia while you’re here. Take the water taxi and explore Old Town Alexandria. Tour the many monuments, museums, and historic buildings in downtown DC. Ride the Capital Wheel, a 180-foot Ferris wheel, to view the White House and Capitol, the National Mall, Arlington Cemetery, the City of Alexandria, Prince George’s County, and the surrounding DC-Maryland-Virginia region. Dine along the Potomac River at the many restaurants located within walking distance of the Gaylord National Resort and Convention Center.

The DC Host Committee has worked hard to provide you with an invaluable learning experience. As you return to your own professional setting, use and apply the knowledge, skills, and insights you gain while you’re with us. As agents of change, you have the power to advocate for effective professional learning. Use this power to lead change and maximize impact to transform your schools into powerful places where all educators and students learn.

Judy Newhouse
Host Committee Chairperson

DC Host Committee

Judy Newhouse
Chairperson
Learning Forward
Virginia Woodbridge, VA

Karen Barnes
Program Development Team
Baltimore County Public Schools
Pikesville, MD

Denny Berry
Publicity Team
Curry School of Education - University of Virginia
Charlottesville, VA

Peter Carpenter
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Bel Air, MD

Mary Ann Corley
Volunteer
Coordinating Team
American Institute for Research
Washington DC

Dorothy “Dee” Egbuofor-Chinedu
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Publicity Team
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Annapolis, MD

Autumn Nabors
Volunteer
Coordinating Team
Chesterfield County Public Schools
Richmond VA

Sue Sarber
Volunteer
Coordinating Team
Anne Arundel Public Schools
Gambrills, MD

Andrea Zamora
Publicity Team
Anne Arundel Public Schools
Arlington, VA

ADVISORS

Linda Davin
National Education Association Washington, DC

Rosalind Lalrocque
American Federation of Advisors Washington, DC
What Makes Learning Forward’s Annual Conference THE Learning Conference?

Learning Forward’s Annual Conference is the best investment you can make to promote professional learning that advances educator and student performance. Conference participants become a community of learners as they experience cutting-edge keynotes and general sessions, participate in interactive learning sessions, and form lasting professional relationships.

**The Program**
- Develop new knowledge and hone existing skills.
- Engage in meaningful conversations with thought leaders and colleagues.
- Acquire tools to apply immediately to your work with teachers and students.
- Attend preconference sessions to delve more deeply into priority areas.
- Hear from vendors in the Exhibit Hall about the latest technology tools available to facilitate professional learning in the Technology Showcase and Smart Choices Experience Vendor Demonstrations.

**The Onsite Experience**
- Family-style sit-down meals encourage conversation and promote relationship building.
- Ticketed sessions mean your presenter is expecting you and has materials ready.
- One-, two-, and three-hour sessions to promote deeper learning.
- More than 60 exhibitors offer valuable products and resources specific to professional learning.

**Who Should Attend:**
- Central office administrators
- Superintendents
- Policymakers and decision makers
- Teacher leaders/Coaches
- School-based teams
- Principals/Assistant principals
- Technical assistance providers

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**Conference Program Planning Committee**

![Eric Brooks](image1)
Eric Brooks  
Arizona Department of Education  
Phoenix, AZ

![Debbie Cooke](image2)
Debbie Cooke  
Educational Consulting Service  
Lake Worth, FL

![Sydnee Dickson](image3)
Sydnee Dickson  
Utah Department of Education  
Salt Lake City, UT

![Paul Kimmelman](image4)
Paul Kimmelman  
American Institutes for Research  
Wimauma, FL

![A. Clifton Myles](image5)
A. Clifton Myles  
Ivy Prep Leadership Academy for Young Men  
Atlanta, GA

![David Ross](image6)
David Ross  
Napa, CA

![Lee Rutledge](image7)
Lee Rutledge  
Austin, TX

![Andrew Szczechaniak](image8)
Andrew Szczechaniak  
Gilbert Public Schools  
Gilbert, AZ
Schedule at-a-glance

**Saturday**
December 5

- Pre-conference Sessions
- Academy Sessions
- Networking Lunch

**Sunday**
December 6

- Preconference Sessions
- Networking Lunch
- Kickoff Reception and Concert featuring No Green Jelly BeanZ

**Monday**
December 7

- Keynote Speakers: Rehema Ellis, Irvin Scott
- Over 100 Concurrent Sessions
- Thought Leader Lectures
- Exhibit Hall Open
- Continental Breakfast and Sit-Down Lunch
- Fast Forward (PechaKucha-Style) Sessions

**Tuesday**
December 8

- Thought Leader Lectures
- Keynote Speaker: Michael Horn
- Exhibit Hall Open
- Continental Breakfast & Sit-Down Lunch
- Technology Showcase
- Smart Choices Experience
- Vendor Demonstrations

**Wednesday**
December 9

- Keynote Speaker: Yong Zhao
- Over 50 Concurrent Sessions (Mornning)
- Brunch
- Field Trips
- Afternoon Summit Sessions
- Thought Leader Lectures

See why Learning Forward’s Annual Conference is THE Learning Conference.
### DC Conference Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday, December 4, 2015</strong></td>
<td>Academy 2016 &amp; 2017 Sessions</td>
<td>8:30 a.m. – 4 p.m.</td>
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<tr>
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<td>Registration</td>
<td>5 p.m. – 7 p.m.</td>
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<td><strong>Saturday, December 5, 2015</strong></td>
<td>Registration</td>
<td>7:30 a.m. – 5 p.m.</td>
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<td>Academy 2016 &amp; 2017 Sessions</td>
<td>8:30 a.m. – 4 p.m.</td>
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<td>Preconference Sessions</td>
<td>9 a.m. – 4 p.m.</td>
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<td></td>
<td>Preconference Lunch</td>
<td>12 p.m. – 1 p.m.</td>
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<td><strong>Sunday, December 6, 2015</strong></td>
<td>Registration</td>
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<td>Preconference Sessions</td>
<td>9 a.m. – 4 p.m.</td>
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<td></td>
<td>Preconference Lunch</td>
<td>12 p.m. – 1 p.m.</td>
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<tr>
<td></td>
<td>Academy Graduation &amp; Reception</td>
<td>4:30 p.m. – 5:30 p.m.</td>
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<td>Kickoff Reception and Concert Featuring No Green Jelly Beenz</td>
<td>6 p.m.</td>
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<td><strong>Monday, December 7, 2015</strong></td>
<td>Registration</td>
<td>7:30 a.m. – 5 p.m.</td>
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<td>Continental Breakfast in Exhibit Hall</td>
<td>7:30 a.m. – 9:30 a.m.</td>
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<td></td>
<td>Exhibit Hall</td>
<td>7:30 a.m. – 6 p.m.</td>
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<tr>
<td></td>
<td>Thought Leader Lectures/Panels (TL01 &amp; TL02)</td>
<td>9:30 a.m. – 11:30 a.m.</td>
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<td></td>
<td>Concurrent sessions (Sets A &amp; B)</td>
<td>9:30 a.m. – 11:30 a.m.</td>
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<td></td>
<td>Lunch</td>
<td>12 p.m. – 12:45 p.m.</td>
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<td>General Session and Keynote Speaker Rehema Ellis and Irvin Scott</td>
<td>12:45 p.m. – 2 p.m.</td>
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<td></td>
<td>Keynote Q&amp;A with Rehema Ellis &amp; Irvin Scott (QA1)</td>
<td>2:15 p.m. – 3:15 p.m.</td>
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<tr>
<td></td>
<td>Thought Leader Lectures/Panels (TL03 &amp; TL04)</td>
<td>2:15 p.m. – 4:15 p.m.</td>
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<td>Concurrent sessions (Set A continued &amp; C)</td>
<td>2:15 p.m. – 4:15 p.m.</td>
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<td>FastForward Presentations (Set D)</td>
<td>4:30 p.m. – 5:30 p.m.</td>
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<td>Networking sessions (N01, N02, &amp; N03)</td>
<td>4:30 p.m. – 5:30 p.m.</td>
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<td>Exhibit Hall Reception</td>
<td>4:30 p.m. – 6 p.m.</td>
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<td>Affiliate Networking Event</td>
<td>6 p.m. – 6:45 p.m.</td>
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<td><strong>Tuesday, December 8, 2015</strong></td>
<td>Registration</td>
<td>7:30 a.m. – 3 p.m.</td>
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<td>Continental Breakfast in Exhibit Hall</td>
<td>7:30 a.m. – 9:30 a.m.</td>
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<td></td>
<td>Exhibit Hall</td>
<td>7:30 a.m. – 4:30 p.m.</td>
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<td>Thought Leader Lectures/Panels (TL05 &amp; TL06)</td>
<td>9:30 a.m. – 11:30 a.m.</td>
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<td>Concurrent sessions (Sets E &amp; F)</td>
<td>9:30 a.m. – 11:30 a.m.</td>
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<td>Lunch</td>
<td>12 p.m. – 12:45 p.m.</td>
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<tr>
<td></td>
<td>General Session and Keynote Speaker Michael Horn</td>
<td>12:45 p.m. – 2 p.m.</td>
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<td>Keynote Q&amp;A with Michael Horn (QA2)</td>
<td>2:15 p.m. – 3:15 p.m.</td>
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<td>Thought Leader Lectures/Panels (TL07 &amp; TL08)</td>
<td>2:15 p.m. – 4:15 p.m.</td>
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<td>Concurrent sessions (Set E continued &amp; H)</td>
<td>2:15 p.m. – 4:15 p.m.</td>
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<td>Technology Showcase and Smart Choices Vendor Demonstritions (Set G)</td>
<td>2:15 p.m. – 4:15 p.m.</td>
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<td>Concurrent sessions (Set I)</td>
<td>2:15 p.m. – 4:15 p.m.</td>
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<tr>
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<td>Concurrent sessions (Set J)</td>
<td>3:30 p.m. – 4:30 p.m.</td>
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<td>The State of Professional Learning (TL09) and Business Meeting</td>
<td>4:30 p.m. – 6 p.m.</td>
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<tr>
<td><strong>Wednesday, December 9, 2015</strong></td>
<td>Registration</td>
<td>7 a.m. – 10 a.m.</td>
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<td>Thought Leader Lectures/Panels (TL10 &amp; TL11)</td>
<td>8 a.m. – 10 a.m.</td>
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<td>Concurrent sessions (Set K)</td>
<td>10:15 a.m. – 11 a.m.</td>
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<td></td>
<td>Brunch</td>
<td>11 a.m. – 12 p.m.</td>
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<tr>
<td></td>
<td>General Session and Keynote Speaker Yong Zhao</td>
<td>12:15 p.m. – 1:15 p.m.</td>
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<td>Keynote Q&amp;A with Yong Zhao (QA3)</td>
<td>12:15 p.m. – 3:30 p.m.</td>
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<tr>
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<td>Summit Sessions and Field Trips (Set L)</td>
<td>12:15 p.m. – 3:30 p.m.</td>
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<tr>
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<td>Conference Adjourns</td>
<td>3:30 p.m.</td>
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Thank you to our Sponsors  (As of June 1, 2015)

Learning Forward would like to thank the following sponsors for their generous support in promoting professional learning to advance student achievement.

- Bill & Melinda Gates Foundation
- The Wallace Foundation
- AFT (A Union of Professionals)
- Amplify
- Corwin (A SAGE Company)
- Just ASK
- Frontline Technologies
- School Improvement Network
- True North Logic
- Solution Tree
- TeacherMatch (Because Teachers Matter Most)

Register Online Today.  www.learningforwardconference.org/annual15
General Sessions
General sessions begin after lunch on Monday and Tuesday, and after brunch on Wednesday. General sessions feature Learning Forward leaders, special guests, and student performances. Learning Forward has a long-held tradition in which participants eat meals together in the spirit of camaraderie and networking. We encourage you to come to each general session and sit with different people each time. Learning Forward allows 30 to 45 minutes for sit-down meal service.

Keynote Speakers
Our general session keynote speakers will motivate, inform, and engage you. Monday’s keynote features Rehema Ellis, NBC education correspondent who will engage in a dialogue about issues in education with Irvin Scott, from the Bill & Melinda Gates Foundation. Tuesday’s keynote, Michael Horn with the Clayton Christiansen Institute, will share his views on the place of disruption to improve schools as blended learning techniques are implemented in schools. Close out the conference on Wednesday with Yong Zhao, who will challenge us to think about how students should function as entrepreneurs in the new global economy and the best ways to ensure this outcome.

Meals and Receptions
Individuals who register for a preconference program will receive coffee and lunch on preconference days. Individuals who register for the 3-, 4-, or 5-day conference program may attend the Kickoff reception on Sunday evening and the Exhibit Hall reception on Monday evening. A continental breakfast is provided in the Exhibit Hall Monday and Tuesday mornings from 7:30 a.m. to 9:30 a.m. Lunch is served on Monday and Tuesday; and brunch is served on Wednesday, before the general sessions. Conference meals meet a variety of dietary needs and preferences. Those with special needs should indicate their dietary requirements on their registration form.

Thought Leader Lectures/Q&As
Thought Leader (TL) lectures and panel discussions feature selected leaders in professional learning, school improvement, and other areas of interest. Lectures and panel discussions are scheduled throughout the conference on Monday, Tuesday, and Wednesday. Register for TL01, TL02, etc., or select the Thought Leader track to attend all lectures and panels and Q&As. A Question and Answer (QA) follows each general session.

Kickoff Party, Reception, and Concert
Celebrate the start of the conference with live music, food, prizes, drinks and more at our Kickoff Party, Sunday at 6 pm. Network and reconnect with fellow attendees, and help make our first-timers feel welcome. Local band No Green Jelly Beenz will get everyone moving. Take team pictures in our photo booths, and party with attendees from around the world.

Learning Forward Exhibit Hall Reception
All attendees are invited to the Exhibit Hall Reception on Monday, December 7 from 4:30 p.m. to 6 p.m. Browse booths featuring the latest technology in the field of professional learning, pick up souvenirs to take home, and mingle over cocktails and appetizers. Stop in the Exhibit Hall classroom and watch FastForward, Pecha-Kucha style presentations. Don’t miss this fun event promoting the best educational organizations and companies.

Conference Online Discussion Groups
Engage with Learning Forward members and other conference attendees in our online community platform, the Learning Exchange, around topics of importance to you. By accessing the Learning Exchange online communities, you can find follow up discussion, share resources, and continue your collaboration with other attendees virtually. To join the conversation, go to our website. Share your successes and challenges in groups on topics such as:
- PD Redesign
- Strategies for implementing college- and career-ready standards
- Effective implementation of Universal Design for Learning: access for learners
- Visible learning using John Hattie’s student engagement strategies
- Collaborative inquiry as a means to improve instruction
- New roles for coaches
- Managing conflict productively
- Growth mindset and how teachers can utilize the research better
- How teachers can ensure assignments and instruction are rigorous
Earn Continuing Education Units for the Conference

Saint Mary’s College of California offers you the opportunity to earn Continuing Education Units (CEUs) for attending Learning Forward’s 2015 Annual Conference. The Continuing Education Unit is a nationally recognized unit designed to provide a record of an individual’s continuing education or professional growth accomplishments. Ten hours of instruction equals one CEU. The cost for up to one CEU is $50.00.

To register:
• Pick up a CEU registration form or download a packet from the conference website www.learningforwardconference.org/annual15.
• Fill out the registration form and log sheet.
• Send a check for $50 per unit to Saint Mary’s College.
• Within two weeks after receipt of your forms and payment, you will receive a certificate verifying the units you have earned.

For more information, please contact Patrice Young, Program Assistant at pyoung@stmarys-ca.edu.

Conference App

Learning Forward’s conference app provides easy-to-use interactive tools to enhance your conference experience.

1. Enter your sessions, special events, and networking meetings into a personal schedule on the app.
2. Receive alerts to stay informed about conference updates.
3. Follow and join in on conference chatter with the built-in Twitter feed.
4. Download or email available session handouts.
5. Connect with conference exhibitors and vendors in the Virtual Exhibit Hall.

Information on downloading the app can be found at the conference website at www.learningforwardconference.org/annual15.

Welcome to the Exhibit Hall

Learning Forward’s Exhibit Hall features more than 60 vendors recruited to address issues related to professional development and school improvement. The Exhibit Hall also features the Learning Forward Bookstore’s new publications, as well as books by conference keynotes.

Exhibit Hall Hours:
Monday, December 7
Exhibits Open
7:30 a.m. – 6 p.m.
Exhibit Hall Reception
4:30 p.m. – 6 p.m.

Tuesday, December 8
Exhibits Open
7:30 a.m. – 4:30 p.m.

Exhibitors in Washington, DC as of June 1, 2015
DC Conference Features

Networking Sessions
Monday, December 7, 2015 from 4:30 p.m. – 5:30 p.m.
Take advantage of networking opportunities to meet up with colleagues facing similar challenges in job-alike and special interest sessions. These facilitated discussion groups do not require tickets.

N01 Networking and Sharing With Principals and Assistant Principals
Consider the changing roles and expectations for principals and assistant principals. Explore ways in which principals and assistant principals can facilitate school improvement. Join in a dialogue and share effective practices in this networking session for principals and assistant principals.

N02 Networking Meet-Up for Superintendents
Meet other superintendents of like mind and heart. Share conference highlights, reflect on something you’ve heard or learned that challenged your thinking, discuss common themes among speakers, or talk about an idea you might like to try implementing in your district.

N03 Networking for the Big 50
Join a discussion about the major issues facing the largest school districts in the nation. Focus on the ways in which students learn across content areas, examine the link between professional learning and student achievement, or discuss the best way to deploy resources. Consider how to increase public awareness and understanding that adult learning leads to student success.

FastForward
Monday, December 7, 2015 from 4:30 p.m. – 5:30 p.m.
Attend these fast-paced, concise presentations, also variously known as PechaKucha, Ignite, or Bytes. Each presentation includes 20 slides at 20 seconds each. Stop in for some or all of the presentations during the Exhibit Hall Reception. A list of sessions can be found on page 58 or on our website. FastForward can be found in the Technology Showcase classroom. Tickets are not required to attend these presentations.

Summit Sessions
Top off your learning on Wednesday afternoon, December 9, with a Summit Session. Summit sessions provide a 3-hour, in-depth look at topics ranging from leadership to 21st-century skills.

Field Trips
Explore the DC area with one of three field trips or site visits. Register for sessions F01, L01, or L02 for a hands on experience.

F01 Providing Effective Feedback to Principals and Principal Supervisors
See how practitioners from Prince George's County Public Schools model a coaching protocol and feedback session using observational data during a site visit to an elementary, middle, or high school. Attendance in session C21 is a prerequisite for participation in this site visit.

L01 Visit the Inspired Teaching Demonstration Public Charter School, which is “Getting It Right” by using the Literacy Design Collaborative framework and Next Generation Science Standards to successfully implement college- and career-ready standards.

L02 Catch a shuttle to Capitol Hill and get a policy briefing on ESEA reauthorization then meet with your member of Congress.

Special thanks to...
Back up keynote speaker
Marcia Tate
Back up concurrent speakers
Cindy Harrison Jim Knight
Learn with and from leaders and practitioners who are rethinking and reimagining professional learning in new ways by tapping technology and innovation to create more effective support for educator growth. Analyze your school or district’s PD system strengths and limitations. See how to create an environment conducive to continuous improvement and capable of sustaining change. Discover new resources and examine the best practices and tools available. The PD Redesign track offers the opportunity for attendees to network, share, reflect, and solve relevant problems of practice. Start the process of reimagining and redesigning your school or district’s PD.

Attend the Technology Showcase and Smart Choices Experience vendor demonstrations or register/attend any of these sessions at the conference:

PC102  Leading Educators in Using Data Wisely
PC112  Meeting Wise: Making the Most of Collaborative Time for Educators
PC114  Finding Serious Professional Development Time in the School Day Without Busting the Budget
PC115  Designing Effective Instruction with Literacy Design Collaborative
PC116  Math Design Collaborative: A Secondary Math Project
General Session Keynote and Q&A (QA1) with Rehema Ellis & Irvin Scott
TL01  Thought Leader Lecture: Integrating Professional Learning into the Daily Lives of Teachers
TL03  Thought Leader Panel: Teachers Driving Professional Learning
TL04  Thought Leader Panel: Teacher Voice: A Necessary Ingredient for Change
TL07  Thought Leader Panel: The Role of the Central Office in Teaching and Coaching Principals
B01  Changing Math Instruction with Formative Assessment Practices
B05  Toe-Dipping to Cannonball: Building Sustainable Learning Networks
B10  Developing Meaningful, Sustainable Career Pathways for Teacher Leaders
B15  Cultivating School Leadership
B17  Flipped Professional Development: Understand What Really Works
B22  Data Use’s Multiple Faces Supporting Effective Programs
B23  Transforming Professional Learning Structures: A Statewide Approach
B45  School-based Teacher Leadership With Micro-Credentialing
C02  Embedding Professional Learning in Schools: A Toolkit
C11  Impacting Professional Effectiveness By Developing Professional Capital
C21  Leveraging Data to Inform Professional Development for Administrators
C25  Transforming the Mindset From Supervision to Capacity Building
C40  Using Blended Learning to Facilitate Successful Professional Learning Communities
C44  Exploring Approaches to Instructional Improvement through Collaborative Inquiry
F01  Providing Effective Feedback to Principals and Principal Supervisors
F02  Designing Forward: System Redesign Leverageing Finances to Transform Teaching and Learning
F03  Learning Theories in Professional Learning
F07  Cross-State Collaboration for Implementing the Common Core and Improving Practice
F08  Listen First, Design Second: Design Thinking and Systems Reform
F15  Keeping the Peace: Fostering an Academic Success Culture
F34  Collaborative Peer Coaching and Mentoring Through Teacher Inter-Visitation
F44  Constructing a Systemwide Program for Instructional Coaching
F49  Data-Driven Instructional Planning and Professional Development
G01-G04 Technology Showcase
H04  Redesigning Professional Learning
H11  Art Builds Creativity and Critical Thinking
I08  Using Shared Inquiry Discussions to Boost Literacy
I12  Teacher Technology Institute Impacts Student Achievement and Engagement
J04  Engagement and Inquiry-Based Learning
K02  Fostering 21st-Century Skills Using OneNote
K11  The Data Diet
L01  Get It Right Campaign
L06  Using Professional Learning Communities to Create Quality Performance Assessments
L07  Understanding PARCC: Learning From the First Year and Moving Forward
L09  How to Inspire Your Students to Do Close Reading and Use Evidence in Their Writing
Learning Forward Partners

Learning Forward would like to thank the following organizations for their generous support in promoting professional learning to advance student achievement.

Bill & Melinda Gates Foundation
Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people’s health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Dr. Susan Desmond-Hellmann and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

The Bill & Melinda Gates Foundation supports Learning Forward to amplify the work of its grantees and partners that are creating effective innovations in professional learning, along with the PD Brain Trust in its effort to redesign professional learning systems.

The Wallace Foundation
Based in New York City, The Wallace Foundation is a national philanthropy that seeks to improve learning and enrichment for disadvantaged children and foster the vitality of the arts for everyone. The foundation has an unusual approach: funding projects to test innovative ideas for solving important social problems, conducting research to find out what works and what doesn’t, and to fill key knowledge gaps – and then communicating the results to help others.

The Wallace Foundation supports Learning Forward to enhance understanding of school and system leadership through the dissemination of information and development of resources for practitioners.

Get It Right:
Common Sense on the Common Core campaign from the Learning First Alliance (LFA) supports efforts to share success stories and resources with educators, parents, and community leaders across the country to help them better understand and implement the Common Core State Standards in their local schools. As part of the Get It Right campaign, LFA is engaged in sharing the lessons from several key states that began Common Core implementation early. Find out more at: http://www.learningfirst.org/get-it-right-campaign-guides-educators-examples-success#sthash.YQqSXXG.dpuf.

Houston Endowment
Houston Endowment—a philanthropic foundation established by Jesse H. and Mary Gibbs Jones in 1937—improves life for the people of greater Houston through its grants to nonprofit organizations and educational institutions. The foundation donates approximately $75 million each year to organizations that support and promote arts and culture, education, the environment, health and human services.

Houston Endowment is supporting Learning Forward’s Galveston County Learning Leaders initiative to offer participating superintendents and their leadership teams learning and support to build strong systems of professional learning in their districts.
At the Learning Forward Booth

Come to the Learning Forward booth for:

- **Coffee**
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- **Information center**
- **Drawings and prizes**
- **Meet the author & book signings**
- **Learning Forward publications**
  (including free shipping to the U.S. on purchases made at the conference)

### BOOTH BOOK SIGNINGS:

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<thead>
<tr>
<th>Day</th>
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<th>Author</th>
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<tr>
<td>Monday, Dec. 7</td>
<td>7:30 – 8 am</td>
<td>Joellen Killion</td>
<td><strong>Learning-Focused Feedback</strong></td>
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<tr>
<td>Monday, Dec. 7</td>
<td>8– 8:30 am</td>
<td>Joellen Killion and Pat Roy</td>
<td><strong>Becoming a Learning School</strong></td>
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<tr>
<td>Monday, Dec. 7</td>
<td>8:30 – 9 am</td>
<td>Lois Easton</td>
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<tr>
<td>Monday, Dec. 7</td>
<td>4:30 – 5 pm</td>
<td>Mike Murphy</td>
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<td>Monday, Dec. 7</td>
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<td>Ellie Drago-Severson and Pat Roy</td>
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<tr>
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<td>Tuesday, Dec. 8</td>
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<td>Cindy Harrison, Heather Clifton, and Joellen Killion</td>
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<td>Tuesday, Dec. 8</td>
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<td>Stephanie Hirsh</td>
<td><strong>A Playbook for Professional Learning</strong></td>
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<tr>
<td>Tuesday, Dec. 8</td>
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<td>Tuesday, Dec. 8</td>
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<td>Ann Delehant</td>
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<tr>
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<td>3:00 – 3:30 pm</td>
<td>Kay Psencik</td>
<td><strong>Coach’s Craft</strong></td>
</tr>
<tr>
<td>Tuesday, Dec. 8</td>
<td>3:30 – 4:00 pm</td>
<td>Pat Roy</td>
<td><strong>Learning Communities</strong></td>
</tr>
</tbody>
</table>
Rehema Ellis joined NBC News in 1994 as a general assignment correspondent. In 2010 she was named chief education correspondent and was an integral part of NBC’s first annual Education Nation summit that focused on the strengths and weaknesses of America’s education system. Her reports appear on NBC Nightly News, Today, and MSNBC. She is also a digital journalist. Ellis blogs, writes for NBC online, and tweets.

Ellis has distinguished herself as a lead correspondent and received numerous awards including local and national Emmys, Edward R. Murrow Awards, Associated Press awards, and awards from the National Association of Black Journalists. She is also a recipient of an honorary doctorate degree in journalism.

Irvin Scott works with the College Ready team at the Bill & Melinda Gates Foundation to scale and spread high-quality implementation of the Common Core State Standards while creating more effective feedback and support systems for teachers. This work builds on existing efforts in the foundation’s Intensive Partnership, Accelerated Partnership, and Innovation Professional Development sites, as well as on work that the College Ready team has been doing to help teachers teach to the Common Core through initiatives such as the Literacy Design Collaborative and Math Design Collaborative. Scott is also deeply engaged in scaling the Elevating and Celebrating Effective Teaching and Teachers experience, which will be under the umbrella of the Teacher 2 Teacher strategy.

Michael Horn is a co-founder of the Clayton Christensen Institute and serves as the executive director of its education program. He leads a team that educates policymakers and community leaders on the power of disruptive innovation in the K-12 and higher education spheres through its research. Horn is the co-author with Heather Staker of the recently published book Blended: Using Disruptive Innovation to Improve Schools (Jossey-Bass, 2014), a practical field guide for designing and implementing blended learning in K-12 schools. Tech & Learning Magazine named him to its list of the 100 most important people in the creation and advancement of the use of technology in education. Horn is also an executive editor of Education Next, a journal of opinion and research about education policy.

Yong Zhao is an internationally known scholar, author, and speaker. His works focus on the implications of globalization and technology on education. He has designed schools that cultivate global competence, developed computer games for language learning, and founded research and development institutions to explore innovative education models. He has published over 100 articles and 20 books, including Who’s Afraid of the Big Bad Dragon: Why China Has the Best (and Worst) Education System in the World (Jossey-Bass, 2014). He is a recipient of the Early Career Award from the American Educational Research Association and named one of the 2012 ten most influential people in educational technology by Tech & Learning Magazine.

Zhao currently serves as the Presidential Chair and Director of the Institute for Global and Online Education in the College of Education, University of Oregon, where he is also a professor in the Department of Educational Measurement, Policy, and Leadership.
Thought Leader Lectures

**TL01 Thought Leader Lecture:**
Integrating Professional Learning into the Daily Lives of Teachers
Monday, December 7, 2015 from 9:30 a.m. - 10:30 a.m.
Marc Tucker is president and chief executive officer of National Center on Education and the Economy.
Ben Jensen is the CEO of Learning First, a not-for-profit organization focusing on improving school education, while also operating a consultancy arm.
Joellen Killion is the former deputy executive director for Learning Forward and has continued her relationship as an advisor to the organization.

**TL02 Thought Leader Lecture:**
Principal Supervisor Standards
Monday, December 7, 2015 from 10:30 a.m. - 11:30 a.m.
Mary Canole is a school leadership consultant with Council of Chief State School Officers.
Ben Fenton is the chief strategy officer and a co-founder of New Leaders.

**TL03 Thought Leader Panel:**
Teachers Driving Professional Learning
Monday, December 7, 2015 from 2:15 p.m. - 3:15 p.m.
Randi Weingarten is president of the American Federation of Teachers.
Lily Eskelsen Garcia is president of the National Education Association, the nation’s largest labor union.
Lynn Olson, advisor to the director, College Ready at the Bill & Melinda Gates Foundation, is responsible for strategic relationship management with cross-cutting College Ready partners, including the two national teachers unions, and provides strategic communications support to the director.

**TL04 Thought Leader Panel:**
Teacher Voice: A Necessary Ingredient for Change
Monday, December 7, 2015 from 3:15 p.m. - 4:15 p.m.
Irvin Scott works with the College Ready team at the Bill & Melinda Gates Foundation to scale and spread high-quality implementation of the Common Core State Standards while creating more effective feedback and support systems for teachers.

**TL05 Thought Leader Lecture:**
New Thinking on a Holistic Approach to Young Adult Success
Tuesday, December 8, 2015 from 9:30 a.m. - 10:30 a.m.
Jenny Nagaoka is the deputy director of the University of Chicago Consortium on Chicago School Research.

**TL06 Thought Leader Lecture:**
Learning From a Decade of Rigorous Research on Professional Development
Tuesday, December 8, 2015 from 10:30 a.m. - 11:30 a.m.
Michael Garet is a vice president in the education program and an institute fellow at American Institutes for Research (AIR).
Kwang Suk Yoon, a principal researcher at American Institutes for Research.

Register Online Today. www.learningforwardconference.org/annual15
Thought Leader Lectures

TL07 Thought Leader Panel:

The Role of the Central Office in Teaching and Coaching Principals
Tuesday, December 8, 2015
from 2:15 p.m. - 3:15 p.m.

Max Silverman is the associate director of the Center for Educational Leadership (CEL) at the University of Washington. Stephen Fink is the executive director of the University of Washington Center for Educational Leadership (CEL), and affiliate associate professor of educational leadership and policy studies.

TL08 Thought Leader Panel:

A Conversation With Three Innovative Leaders
Tuesday, December 8, 2015
from 3:15 p.m. - 4:15 p.m.

S. Dallas Dance is superintendent of Baltimore County Public Schools. Karen Garza is superintendent of Fairfax County Public Schools (FCPS). Jessica Cunningham is principal of KIPP DC College Prep. Valerie Strauss is a journalist and blogger for The Washington Post.

TL10 Thought Leader Lecture:

Leadership to Foster Peak Performance
Wednesday, December 9, 2015
from 8 a.m. - 9 a.m.

Sean McComb is a classroom English teacher and professional learning leader for Baltimore County Public Schools.

TL11 Thought Leader Lecture:

Teacher Preparation in a Time of Change
Wednesday, December 9, 2015
from 9 a.m. - 10 a.m.

Sharon Robinson has served as president and CEO of the American Association of Colleges for Teacher Education since 2005.

“I loved the way that there were speakers during lunch—this was such an effective use of time. I thought the scheduling of everything was so perfect...I thought the app was fantastic! It helped me stay organized and was such a great tool to keep everything I needed at my fingertips.”

– Maggie Kays, 2014 Annual Conference attendee

Register Online Today. www.learningforwardconference.org/annual15
Join us Sunday night for live music, food, prizes, a cash bar and more at our Kickoff Party. Connect with old friends and help us welcome our first-time attendees. Get tips to make the most of your conference experience, and meet some of the people who make this THE Learning Conference. Take team pictures in our photo booths, and party with fellow attendees from around the world.

Then get on the dance floor with DC-area band **No Green Jelly Beenz**

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Self-Directed Learning for Educators

The PD Connect professional development management system includes access to a centralized marketplace of self-directed PD content through the Premium Library.

Visit booth #309 to learn more about how the Premium Library allows your district to only purchase the PD you actually use.
Reclaim the Promise of America

Through the AFT Teacher Leaders Program, teachers are helping to strengthen the profession and its connection to the community by building greater support and understanding of public schools.

AFT teacher leaders are working to identify research-based strategies for engaging students and implementing them in their schools and classrooms, as well as informing legislation and policy decisions that directly impact their schools, students and the teaching profession.

To learn more about the AFT Teacher Leaders Program and share your voice and expertise, contact Marjorie Brown at mbrown@aft.org.

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Sign up for a session at Learning Forward:

PC114  Finding Serious Professional Development Time in the School Day Without Busting the Budget  
Saturday, December 5, 2015 from 9 a.m. to 4 p.m.

F49  Data-Driven Instructional Planning and Professional Development  
Tuesday, December 8, 2015 from 9:30 a.m. to 11:30 a.m.

L09  How to Inspire Your Students to Do Close Reading and Use Evidence in Their Writing  
Wednesday, December 9, 2015 from 12:15 p.m. to 3:30 p.m.
Preconference Sessions

PC101
Testing the Soil for Progress: Assessing and Evaluating Differentiation and Other Change Initiatives

The work of implementing and institutionalizing major change initiatives such as differentiation requires thoughtful knowledge and skill from the leader. Marking progress of big changes requires long-term commitment and tenacity as well as strategic measures to determine how change is progressing. Learn how to take a trifold approach to the assessment of overall change progress. Understand how to gather information to inform the overall school’s journey toward differentiation, the assessment of how teachers are behaviorally approaching the change, and the use of the Differentiation Continuum to determine how teachers are behaviorally approaching the work in their classrooms. Leave with tools and strategies to create the scrapbook of information to describe the richness of differentiation’s journey. Discover how you can apply these same strategies to any large change initiative.

Participants will:
• Learn about the predicted journey of any large change initiative such as differentiation.
• Understand the differences between “means” and “ends” goals, assessments, and evaluations.
• Describe the trifold approach to determining progress.
• See how Guskey’s Levels of Evaluation and the 3-I model converge to form a useful framework for the leader.
• Practice using the one-legged interview to determine emotional or affective responses to the demands of differentiation.
• Analyze the Differentiation Continuum and determine how to use it in context.
• Leave with a framework they can use to evaluate differentiation’s progress as well as any large-scale change initiative.

Carol Ann Tomlinson, University of Virginia, Charlottesville, VA, cat3@virginia.edu
Carol Ann Tomlinson’s career as an educator includes 21 years as a public school teacher, including 12 years as a program administrator of special services for struggling and advanced learners. She was the Virginia Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia’s Curry School of Education, where she is currently William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations and Policy and is co-director of Curry’s Institutes on Academic Diversity. Tomlinson was named Curry Outstanding Professor in 2004 and she received an All-University Teaching Award in 2008. In 2011, Tomlinson was listed as one of the five most influential scholars in teacher education and curriculum contributing to the public debate on education; she was the 27th most influential in all educational specialties. Tomlinson is a reviewer for eight journals and is author of more than 250 articles, book chapters, books, and other professional development materials.

Michael Murphy, Learning Forward, Richardson, TX, mike.murphy@learningforward.org
Michael Murphy is an educational coach and consultant. He has 37 years of educational experience as a teacher, assistant principal, principal, assistant superintendent, and acting superintendent in public schools. His coaching and consulting experience has been among urban, suburban, and rural school districts across the country. In addition, he has 14 years of experience as an adjunct professor and executive lecturer at the University of North Texas. Murphy has authored two recent books on leadership and is the author of numerous articles and book chapters. Formerly, he was the director of programs for the National Staff Development Council (now Learning Forward) and currently serves Learning Forward as a senior consultant.

Area of Focus: Student Learning

PC102
Leading Educators in Using Data Wisely

Investigate the Data Wise Improvement Process and understand how it engages teams of educators in using a wide range of data sources to improve teaching and learning. Explore the habits of mind that allow this process to build a true culture of inquiry: shared commitment to action, assessment, and adjustment; intentional collaboration; and a relentless focus on evidence. Experience protocols that support this process and can be used to teach it to colleagues. Engage in a case discussion designed to help anticipate the challenges of leading educators to use data wisely.

Participants will:
• Gain useful ideas and tools for analyzing student achievement data.
• Build skill in using evidence to formulate a learner-centered problem and problem of practice.
• Consider how to integrate a clear process for using data to improve teaching and learning into the daily work of a school.

David Rease, Prince George’s County Public Schools, Upper Marlboro, MD, david.rease@pgcps.org
David Rease is executive director of the Office of Systemic School Improvement in Prince George’s County, MD. He began his career in education as a high school social studies teacher in Durham, NC. From there, Rease began working for the North Carolina Department of Public Instruction as an instructional facilitator for turnaround high schools in the state. Before becoming a student in the Harvard Graduate School of Education’s Education Leadership Doctoral Program, Rease worked at Mid-Continent for Research in Education and Learning (McREL), based in Denver, on the Systems Improvement Team. Rease facilitated “The Power of Data” workshop—McRELs data-driven, decision-making process—with school and district teams across the U.S. to teach participants how to use data to improve student learning.

Area of Focus: Data
What does it mean for professional learning efforts in schools and districts to be about the kind of learning that truly improves practice? Despite best intentions, significant research has found that professional learning is often about activity rather than about learning. See how to truly leverage the learning in professional learning. Understand the range of “cognitive biases” that work to impede new learning—things that our minds do that get in the way of changing what we think, know, and understand. Understand how getting to real learning requires disrupting our natural propensity to avoid it. This is challenging and requires intentional facilitation of a particular sort—what can be called “intentional interruption.” Explore what it means to intentionally interrupt the status quo of professional learning in order to enable real new learning that takes the form of permanent changes in thinking and practice.

Participants will:
- Understand the problem with most professional learning.
- Examine professional learning from a psychological perspective—what it is and why it is so difficult to achieve.
- Explore what professional learning is from a psychological perspective, and why it is so difficult to make it happen.
- Consider how focus, collaborative inquiry, and instructional leadership can enable real professional learning.
- Leave with tools and strategies for intentionally interrupting the psychological barriers to professional learning.

Steven Katz, Aporia Consulting, Toronto, ON, Canada, steven.katz@utoronto.ca

Steven Katz is a director with the research and evaluation firm Aporia Consulting and a faculty-member in Applied Psychology & Human Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto, where he is the coordinator of the Psychology of Learning and Development teacher education program component. He is the recipient of the OISE/University of Toronto-wide award for teaching excellence. Katz has received the Governor General’s medal for excellence in his field, and has been involved in research and evaluation, professional development, and consulting with a host of educational organizations around the world. He is an author of Intentional Interruption: Breaking Down Learning Barriers to Transform Professional Practice (Corwin, 2012) with Lisa Ain Dack.

Lisa Ain Dack, Aporia Consulting, Toronto, ON, Canada, lisa.dack@utoronto.ca

Lisa Ain Dack is a senior associate at Aporia Consulting. Her main area of focus is on professional learning communities, and understanding the nature of successful professional learning and the barriers to its implementation. Dack is also involved in applied research and program evaluations at the primary and secondary levels. Recent projects include researching a new model for learning about assessment for learning, building a learning network to better understand and implement assessment for learning in mathematics, and researching the development of a learning network to increase achievement in First Nations students through improved attendance and engagement. Dack is an instructor in the Concurrent Teacher Education Program and the Master of Teaching Program at Ontario Institute for Studies in Education (OISE) of the University of Toronto.

Area of Focus: Implementation

PC104
Learning-Focused Feedback

Feedback is a core part of a continuous improvement process for educators. The usefulness of feedback among educators depends on its quality, the context in which it is provided, and the frame of mind of those engaged in the process. Examine the attributes of effective feedback as well as the various types, purposes, and sources of feedback among teachers. Learn how to create a culture in which educators routinely exchange feedback, engage in interactions, and assess the effectiveness of feedback. Gain a deeper understanding of the feedback process and how to employ it to promote increased educator effectiveness.

Participants will:
- Identify the attributes of effective feedback in order to assess current feedback practices.
- Develop an understanding of multiple types, purposes, and sources of feedback.
- Apply skills for facilitating feedback interactions and strategies for assessing effectiveness.
- Expand their application of feedback to promote continuous improvement.
- Analyze their current context to assess its receptiveness to feedback and willingness to take the next steps for expanding a collaborative culture in which feedback is routine practice.

Joellen Killion, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org

Joellen Killion is the former deputy executive director for Learning Forward. She has continued her relationship as an advisor to the organization. Killion led the most recent revision of the Standards for Professional Learning. She has extensive experience in professional learning planning, design, implementation, and evaluation at the school and system levels. Killion is a frequent contributor to Learning Forward newsletters and JSD. Her most recent books include Coaching Matters, co-authored with Cindy Harrison, Chris Bryan, and Heather Clifton (Learning Forward, 2012); Becoming a Learning School (NSDC, 2009), co-authored with Patricia Roy; and Assessing Impact: Evaluating Staff Development (Corwin Press, 2008, 2nd ed).

Area of Focus: Leadership
PC105

Blending Technology and Online Resources to Amplify and Bring Authenticity to Project-Based Learning

Embrace the elements of Project-Based Learning (PBL) and transform classrooms into student-centered learning environments. Focus efforts on blending technology and online learning as part of the 21st-century classroom. Learn how to integrate technology into the PBL experience to facilitate the 21st-century skills of communication, collaboration, creativity, and critical thinking while unpacking significant content standards. Discover resources that allow for authenticity and real-world connections. Explore tools that engage learners, provide a spiral of inquiry, and allow for student voice and choice.

Participants will:
• Understand the eight essential elements of PBL and how they facilitate authentic learning and quality work.
• Investigate how technology and online and/or blended learning experiences can amplify the PBL experience.
• Examine technology resources and online tools that allow for student-driven and centered-learning experience in the PBL classroom.
• Reflect on and sustain a new understanding of technology and PBL.

Michael Gorman, 21centuryedtech, Fort Wayne, IN, mjgormans@gmail.com

Michael Gorman, a 37-year veteran educator, is a consultant providing professional development for Discovery Education, ISTE, PBS LearningMedia, My Big Campus, November Learning, and Southwest Allen County Schools. Gorman is also on the national faculty for the Buck Institute for Education and an adviser for Tech & Learning Magazine. Gorman is a former District Teacher of the Year and Indiana State Teacher of the Year semifinalist. He has also been awarded Indiana STEM Educator of the Year and was recently honored as one of Microsoft’s 365 Global Education Heroes.

Gorman writes the "21st Century Educational Technology and Learning" blog (http://21centuryedtech.wordpress.com/) and also posts articles at Tech & Learning Magazine.

Area of Focus: Learning Designs

PC106

Strengthening Teacher Leadership: Possibilities and Challenges

At a time when reformers are uncertain about how to move schools forward, teacher leadership offers a promising source of untapped power. Identify steps to take that will make the most of teacher leadership as an asset addressing school and district needs. Examine the research about how teacher leadership influences student learning and teacher retention; analyze how this framework pertains to schools and districts. Use case studies to understand conditions under which successful teacher leadership takes place and hear vivid examples of how teacher leaders’ voices can have a positive impact on classroom, school, and beyond.

Participants will:
• Compare various structures for teacher leader roles, including job descriptions, compensation structures, and contract language.
• Examine some of the common challenges facing teacher leaders and the critical supports for success, including the competencies required of both teacher leaders and the administrators with whom they work.
• Identify next steps for strengthening teacher leadership in their own schools or districts.

Marya Levenson, Brandeis University, Waltham, MA, mlevenso@brandeis.edu

Marya Levenson, is the author of Pathways to Teacher Leadership: Emerging Models, Changing Roles (Harvard Education Press, 2014). She is the professor of practice in education and the Harry S. Levitan director of education at Brandeis University. Levenson, who began her career as a junior high history teacher in the Boston Public Schools, was the principal of Newton North (MA) High School and superintendent of the North Colonie (NY) School District. She has served as president of the Harvard Graduate School of Education Alumni Council, a member of the executive committee of the New York State Council of School Superintendents, co-director of the Public Schools for Tomorrow, and a member of the National Advisory Board for the Harvard Education Letter.

Jill Harrison Berg, Teachers21, Boston, MA, jhberg@gmail.com

Jill Harrison Berg began her career teaching elementary and middle grades and leading from the classroom. Earning National Board Certification in 1998 raised questions for her about the status of teaching as a profession and opened doors toward answering them. Berg has been a researcher with Harvard’s Project on the Next Generation of Teachers, a consultant for state agencies, universities, non-profits, and districts, and a leadership coach for school and district leaders. Berg is the founding director of the Boston Teacher Leadership Certificate Program at Teachers21 and chair of the Advisory Council for the Network to Transform Teaching, convened by the National Board for Professional Teaching Standards to expand the influence of board-certified teachers through teacher leadership.

Area of Focus: Leadership
Preconference Sessions

PC107

Using Technology as a Companion to Instructional Planning and Delivery

Investigate how using an instructional planning framework can be used in tandem with iPad apps, online tools, and various technologies. Experience how research-based categories of instructional strategies can be organized into components of a framework and how the intentional use of technology can enhance lesson design and student learning.

Participants will:
• Become familiar with an instructional planning framework from Classroom Instruction that Works (ASCD, 2012, 2nd edition) by Ceri Dean, Elizabeth Hubbell, Howard Pitler, and Bj Stone.
• Understand how technology is an important and integral companion to lesson planning and delivery.
• Be able to design an instructional plan employing technology to enhance student learning.

Participants should bring a tablet computer or other digital device to the session.

Bj Stone, McREL International, Denver, CO, bstone@mcrel.org; @McREL_CITW

Bj Stone is a consulting director in the Center for Educator Effectiveness at McREL. Stone is the co-author of Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (ASCD, 2012) with Ceri Dean, Elizabeth Hubbell, and Howard Pitler. Bj was designated a teaching fellow in a large National Science Foundation-funded grant for preservice teachers and has been published in the Journal of Teacher Education.

Cheryl Abla, McREL International, Denver, CO, cabla@mcrel.org

Cheryl Abla conducts workshops and training for K-12 teachers on research-based instructional strategies and provides consultation for technology integration. Prior to joining McREL, Abla taught grades 1-8 in Missouri, Kansas and Colorado, focusing on 21st-century learning environments. She was a director of Parents as Teachers/Migrant Even Start and Four-Year-Olds’ At-Risk Preschool. Abla has presented at various educational conferences around the country, specifically in the areas of innovative classroom instruction and digital learning.

Area of Focus: Learning Designs

PC108

Building an Understanding-Based Curriculum for College- and Career-Readiness

The next generation of standards calls for students to develop the knowledge and skills needed for higher education and the world of work as well as to apply their learning in authentic ways. However, the standards are not curriculum. Understand how educators must use the standards as a basis for designing high-quality curricula and assessments to prepare students for college and careers. Learn to apply the principles and practices of Understanding by Design to the building of a coherent curriculum that emphasizes understanding and long-term transfer.

Participants will:
• See how to create a curriculum blueprint to guide the mapping of a coherent and vertically aligned curriculum.
• Learn how to create recurring assessment tasks and companion rubrics that integrate 21st-century skills with academic content.
• Examine how to create the constructivist teaching and learning practices needed to develop understanding and transfer capacities.
• Apply “backward design” to the creation of strategic plans for curricular design and implementation.

Jay McTighe, Columbia, MD, jmctigh@aol.com

Jay McTighe served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Before directing the consortium, McTighe was involved with school improvement projects at the Maryland State Department of Education. In addition to his work at the state level, McTighe has experience at the district level in Prince George’s County, MD, as a classroom teacher, resource specialist, and program coordinator. McTighe is an accomplished author, having co-authored 12 books, including the award-winning and best-selling Understanding by Design (ASCD, 2005, 2nd ed.) series with Grant Wiggins. His books have been translated into six languages. McTighe has also written more than 30 articles and book chapters, and been published in leading journals, including Educational Leadership (ASCD) and Ed Week.

Area of Focus: Learning Designs

― Gretchen Goode, 2014 Annual Conference attendee
Preconference Sessions

**PC109**

**Ensuring High Levels of Student Learning Through Effective Coaching**

How does instructional coaching affect the learning of students? Learn about various roles effective instructional coaches assume to support teaching and learning. Gain insights into how the coach's role as a member of the school leadership team can lead to stronger learning teams throughout the school and improved practices among classroom teachers.

**Participants will:**

- Develop communication skills that lead teachers to improve their practice and allow them to assume greater ownership for their own professional growth.
- Gain skills in powerful word choice and communication methods that help teachers plan and reflect on lessons.
- Practice planning and reflection conversations with teachers that move classroom practice.
- Develop skills as thought leaders to partner with other teacher leaders and school administrators to strengthen connections between the school leadership team and grade level or department learning teams.

**Cindy Harrison**, Learning Forward, Broomfield, CO, cindy.harrison@learningforward.org

Cindy Harrison has worked in education for more than 30 years as a teacher, district staff development director, and middle school principal. She works with districts and schools in the areas of instructional coaching, organizational change initiatives, professional learning communities, staff development, leadership teams, and facilitation. She co-authored the books *Taking the Lead: New Roles for Teachers and School-Based Coaches* (NSDC, 2006) and *Coaching Matters* (Learning Forward, 2012).

**Heather Clifton**, Learning Forward, Denver, CO, heather.clifton@learningforward.org

Heather Clifton has served in education as a teacher, curriculum and professional development specialist, and elementary school principal. She currently works in schools and other organizations as a consultant and facilitator in various aspects of school reform, organizational development, and professional development. She is a senior consultant for Learning Forward, offering training and support for instructional coaches and principals. Clifton's strong belief in the importance of collaboration has influenced her efforts to assist staff at all levels to understand and experience the benefits of establishing a culture of trust, collegiality, and shared leadership in order to achieve improved outcomes for students.

**Area of Focus: Leadership**

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**PC110**

**Leading From Behind: Influencing People to Say Yes**

Gone are the days when a leader's positional power was sufficient to advance an agenda. Today's successful leaders must gain commitment to ambitious goals not only from people who work for them, but also from peers and a diverse group of stakeholders who are beyond their command. See how the ability to influence and persuade others distinguishes leaders who move people to support their goals from those who can't. Learn five influencing strategies for getting results without direct authority. Understand how to avoid inappropriate reliance on a particular strategy.

**Participants will:**

- Explore five different influencing styles and the advantages and disadvantages of using each.
- Identify their preferred influencing styles.
- Learn to recognize influencing behaviors in themselves and others.
- Practice dynamically adjusting their advocating and uniting influence tactics to gain buy-in from others.

**Kathleen Ponder**, Capacities Unlimited, Hillsborough, NC, kmpgaponder@gmail.com

Kathleen Ponder is president of Capacities Unlimited, an executive coaching firm. For more than 20 years, Ponder has worked with senior leaders as an executive coach and leadership educator. She helps build their capacity to lead through challenging circumstances using a variety of assessments to identify problems and solutions. Ponder recently retired as the global director of learning methods at Duke Corporate Education where she designed highly experiential learning events for global executives. Before coming to Duke Corporate Education, Ponder held a number of senior leadership roles at the Center for Creative Leadership, working at their campuses in the U.S., Brussels, and Singapore. Ponder’s early career was in public education. She has taught education courses at the University of North Texas and the University of North Carolina. Ponder is author of many articles and books on leadership.

**Area of Focus: Leadership**
Preconference Sessions

PC111
Common Formative Assessments 2.0: How to Intentionally Align Standards, Instruction, and Assessment

Common formative assessments (CFAs) are unit-based assessments for learning that are collaboratively designed by a team of grade- or course-level educators to assess student understanding of the particular learning intentions (standards or outcomes) and success criteria currently in focus within a curricular unit of study.

Participants will:
- Build the “highway” to aligned standards, instruction, assessments, and data analysis.
- Use the new CFA 2.0 design steps to “upgrade” your common assessments.
- Decide the learning intentions and student success criteria for a unit of study.
- Evaluate and revise assessment questions for quality.
- Plan the learning progressions for students to attain the learning intentions.
- Create quick progress checks to coincide with the learning progressions.

Larry Ainsworth, Encinitas, CA, larryainsworth13@gmail.com; @AinsworthLarry

Larry Ainsworth is the author or co-author of 15 published books, including Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment with Donald Viegut (Corwin, 2015) and Prioritizing the Common Core: Identifying Specific Standards to Emphasize the Most (Lead And Learn Press, 2013). Currently an independent education author and consultant, Ainsworth served as the executive director of professional development at The Leadership and Learning Center in Englewood, Colorado, from 1999-2013. He traveled nationally and internationally to assist school systems in implementing best practices related to standards, assessment, curriculum, and instruction across all grades and content areas. Drawing upon 24 years of experience as an upper elementary and middle school classroom teacher in demographically diverse schools, Ainsworth brings a varied background and wide range of professional experiences to each of his presentations.

Area of Focus: Data

PC112
Meeting Wise: Making the Most of Collaborative Time for Educators

Meetings are potentially the most important venue where adult and organizational learning can take place in schools. Discover how improving meetings can be a key strategy in improving learning and teaching. Make a fundamental shift in how you design and conduct meetings so that they support a collaborative process. Commit to making sure that you and your colleagues make the best use of your limited time together.

Participants will:
- Experience and design meetings where all participants share a sense of ownership.
- Explore norms, roles, and activities that engage participants in challenging tasks that advance a meeting’s purpose.
- Walk away with a set of tools, templates, and protocols to use for organizing meetings.

Participants should bring a draft agenda for a planned meeting and a laptop computer or tablet that can handle tables within a Google document. It is recommended that participants read Meeting Wise: Making the Most of Collaborative Time for Educators (Harvard Education Press, 2014) in advance.

Kathryn Parker Boudett, Harvard Graduate School of Education, Cambridge, MA, kathryn_boudett@gse.harvard.edu

She oversees a portfolio of on-campus and online programs that teach educators how to integrate the Data Wise Improvement Process into their core work. She also leads the Data Wise Coach Certification Program, which is designed to help schools and systems bring wise data practices to scale. Her publications include Meeting Wise: Making the Most of Collaborative Time for Educators (Harvard Education Press, 2014) co-authored with Elizabeth City and Data Wise: A Step-By-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition (Harvard Education Press, 2013), co-edited with Elizabeth City and Richard Murnane.

Rhonda Hawkins, Prince George’s County Public Schools, Temple Hills, MD, rhonda.hawkins@pgcps.org

Rhonda Hawkins is a systemic improvement specialist in Prince George's County Public Schools. Hawkins currently serves as a coach leading school improvement processes. Hawkins has recently completed Data Wise Coach Certification with the first cohort of professional educators through Harvard University’s Data Wise Project.

Area of Focus: Leadership
PC113
The Railroad Track of Organizational Communication

Learn to grow and develop leaders within an ethnically and socioeconomically diverse school district. Explore how to communicate and work with staff, parents, and the community to create a climate and culture of organizational effectiveness. Learn about the primary systems that leaders must manage and lead to have an effective school or district. See how to successfully facilitate leadership at the top levels of school administration and fulfill the equity mandates necessary.

Participants will:
• Use the “railroad track of organizational communication” as a visual image and a metaphor for how and why leaders in schools and systems must communicate competently.
• Identify impediments to communicating in a climate of openness, belief, and trust.
• Examine your own leadership communication style and learn to grow as an organizational problem solver and communicator.

Jesse McNeil, McNeil Educational Foundation, Dallas, TX, mcnellfoundation@yahoo.com
Jesse McNeil is founder and chief executive officer of the nonprofit McNeil Educational Foundation, an organization that provides principal certification and professional development to educators. McNeil has been a teacher, assistant principal, principal, deputy assistant superintendent, and professor during his 40-year career. He specializes in educational leadership for schools, local communities, and churches, with a focus on preparing principals who can ensure that every student, regardless of ethnicity, gender, or class, has the opportunity to achieve. In 2003, McNeil was named Outstanding Texan by the state legislature. He was inducted into the Dallas Black Teachers Hall of Fame in the African-American Museum in 2008. McNeil has served on numerous arts and community boards in the Dallas and Houston area.

Area of Focus: Leadership

PC114
Finding Serious Professional Development Time in the School Day Without Busting the Budget

District and school leaders constantly struggle to find enough time and resources within limited budgets to support teaching and learning and teacher effectiveness. Learn how school and district leaders across the country use School by Design to manage current resources and increase professional learning time for teachers. Work with experts from the School by Design Collaborative and partners from school and district, to consider school models that include teacher time. See how finding time, and using it well, makes a difference. Experience the School by Design software tools and processes to find this time and get a glimpse of what might be possible in your own schools and districts.

Participants will:
• Explore school models that include serious amounts of embedded teacher time built into the school day and year so teachers can truly work as professionals.
• Get hands-on experience with School by Design software and tools that can be used to find professional development time while making the most of existing resources.
• Learn about professional development experiences designed for using time well to improve teaching and learning.

Marilyn Crawford, TimeWise Schools, Paducah, KY, timewischools1@gmail.com
Marilyn Crawford is president of TimeWise Schools, a group that specializes in education innovation. TimeWise works with expert partners to design and launch creative, practice-friendly solutions to tough problems focused on supporting teachers and learners. Crawford led the team that designed the Literacy Design Collaborative (LDC), one of the main approaches to helping teachers design and implement strong literacy instruction focused on college readiness. A veteran educator, Crawford is a former teacher, principal, and central office leader. She is a co-author of The Productive High School: Creating Personalized Academic Communities (Corwin, 2001) with Joseph Murphy, Lynn Beck, Amy Slamp, and Charis McGaughy.

Cathy Mincberg, Center for Reform of School Systems (CRSS), Houston, TX, mincberg@crss.org
Cathy Mincberg is the president and chief executive officer of the Center for Reform of School Systems. Mincberg served four years as the chief operations officer for Portland (Oregon) Public Schools and also completed four years as chief business officer of the Houston Independent School District (ISD). In addition, Mincberg has worked as the chief academic officer and vice president of KC Distance Learning in Portland, as founder and president of the Center for School District Effectiveness, and as a biology teacher in Houston. Mincberg was a member of the Houston ISD Board of Education from 1982-1995, serving as president in 1987 and 1990.
PC115 Designing Effective Instruction with Literacy Design Collaborative

Hear how Literacy Design Collaborative (LDC), an initiative that grew out of a Bill & Melinda Gates Foundation grant to support teachers, can change the way teachers teach and think about instruction. Discover free resources and templates to use and gain an understanding of how to use LDC’s Core tools. Learn how to sequence tasks to create a unit or course.

Participants will:
• Learn how to write teaching tasks or prompts that set up an instructional event involving writing in response to reading.
• Use lesson-planning templates to guide and make deliberate and thoughtful decisions about delivering.
• See how to write “mini-tasks” or short, targeted skill-specific tasks for building students’ competence.
• Gain methods for sequencing tasks to create units and scope and sequence maps and leave with classroom-ready products.

Eleanor Dougherty, Literacy Design Collaborative, Silver Spring, MD, edthink.ecd@gmail.com

Eleanor Dougherty is a consultant with education foundations, districts, and agencies on curriculum and professional development. During her career, she has taught in public, private, and postsecondary institutions and worked in both practice and policy organizations, including the U.S. Department of Education and Education Trust. She has assisted districts and organizations with diverse student populations across the country, and her work over the last two decades has focused on literacy and its role in the larger curriculum, particularly in the core subjects. Dougherty is the author of books and articles on education. Her most current book is Assignments Matter: Making the Connections That Help Students Meet Standards (ASCD 2012). She is currently involved in developing a national literacy strategy, the Literacy Design Collaborative, to help teachers in the core subjects align their practice to the Common Core State Standards.

Area of Focus: Student Learning

Jack Shaw, Amplify, Brooklyn, NY, jshaw@amplify.com

Jack Shaw is a senior consultant for Amplify where he leads the School by Design team. Shaw has worked in education for the past 14 years. Before leading School by Design, he helped develop a range of innovative tech-enabled solutions to challenges in the field. He also worked as a principal investigator conducting research on the impacts of instructional and professional development activities on student achievement and using statistical models to describe resultant changes in student growth. Shaw’s formal background is in applied statistics and marine biology.

Jennifer Frentress, TimeWise Schools, Hartford, CT, jenniferfrentress3@gmail.com

Jennifer Frentress is a school designer for TimeWise, supporting districts using School by Design tools and principles to improve conditions for teaching and learning. The past two years, she provided technical assistance to districts implementing the Bill & Melinda Gates Foundation College Ready Work initiative, iPDP (Innovative Professional Development). Before her present work with TimeWise, Frentress spent 23 years in K-12 education as a teacher, school, and central office, staff developer in Oregon and the District of Columbia. In Oregon, she served on the Oregon Diploma Implementation Task Force, and promoted equity policy work as a board member of the Oregon Leadership Network (OLN).

Teresa Carroll, Bridgeport Public Schools, Bridgeport, CT, tcarroll@bridgeportedu.net

Teresa Carroll, assistant superintendent of instruction at Bridgeport Public Schools (BPS), has been in K-12 education for 30 years. Carroll taught history and social studies at Bassick High School in BPS. She has been a staff developer, content director, elementary specialist, and central office leader. Since 2013, Carroll has led the Bill & Melinda Gates Foundation iPDP (Innovative Professional Development) project at BPS.

Area of Focus: Resources

Eleanor Dougherty, Literacy Design Collaborative, Silver Spring, MD, edthink.ecd@gmail.com

Eleanor Dougherty is a consultant with education foundations, districts, and agencies on curriculum and professional development. During her career, she has taught in public, private, and postsecondary institutions and worked in both practice and policy organizations, including the U.S. Department of Education and Education Trust. She has assisted districts and organizations with diverse student populations across the country, and her work over the last two decades has focused on literacy and its role in the larger curriculum, particularly in the core subjects. Dougherty is the author of books and articles on education. Her most current book is Assignments Matter: Making the Connections That Help Students Meet Standards (ASCD 2012). She is currently involved in developing a national literacy strategy, the Literacy Design Collaborative, to help teachers in the core subjects align their practice to the Common Core State Standards.

Area of Focus: Student Learning

Jennifer Frentress

Jennifer Frentress is a school designer for TimeWise, supporting districts using School by Design tools and principles to improve conditions for teaching and learning. The past two years, she provided technical assistance to districts implementing the Bill & Melinda Gates Foundation College Ready Work initiative, iPDP (Innovative Professional Development). Before her present work with TimeWise, Frentress spent 23 years in K-12 education as a teacher, school, and central office, staff developer in Oregon and the District of Columbia. In Oregon, she served on the Oregon Diploma Implementation Task Force, and promoted equity policy work as a board member of the Oregon Leadership Network (OLN).

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Teresa Carroll, assistant superintendent of instruction at Bridgeport Public Schools (BPS), has been in K-12 education for 30 years. Carroll taught history and social studies at Bassick High School in BPS, has been a staff developer, content director, elementary specialist, and central office leader. Since 2013, Carroll has led the Bill & Melinda Gates Foundation iPDP (Innovative Professional Development) project at BPS.
PC116  Math Design Collaborative: A Secondary Math Project

Do you wonder if learning and teaching in middle school and high school math classrooms will ever change? Are your principals and teachers struggling to implement the new standards? Tackle these challenges and learn from the success and mistakes of others. Leave with a road map for transforming math learning in your 6th-12th-grade math classes.

Participants will:
• Gain an awareness of the Math Design Collaborative (MDC) Project and consider how some of the tools within the project can support math learning in grades grades 6-12.
• Understand how to help students make connections within or with-in and across concepts as described in the Common Core State Standards for Math.
• Learn from the implementation successes and pitfalls in other states, districts, and schools.
• See how to transform learning and teaching cultures in middle and high school math classrooms.

Lisa Bush, Math Solutions, Glendale, AZ, lbush@scholastic.com
Lisa Bush is the director of professional learning, West Region, for Math Solutions. She is committed to transforming math classrooms from places where students “do” math to places where students become mathematically powerful. Bush has dedicated over 25 years of service as an educator, beginning her career at Deer Valley Unified School District as a high school math teacher. She has served as an adjunct faculty member at Arizona State University and has developed content for courses at Grand Canyon University.

Area of Focus: Student Learning

“Thank you for a well orchestrated and invigorating professional growth experience! After 44 years in education, I continue to rely upon Learning Forward as a premier partner in supporting the critical and complex work performed by the committed teams I lead and serve.” — Mary Jo Scalzo, 2014 Annual Conference attendee

PC117  Making Each School a Reliable Engine for Constant Improvement of High-Expertise Teaching

Teaching expertise is the most significant variable for student learning. The school-as-workplace is the most powerful lever on teachers’ development of high-expertise teaching. Acquire high-expertise teaching knowledge and skills that are based on research and give teachers the greatest leverage for improving student achievement. Discover structures, practices, and especially the adult professional culture that enable each school to be a consistent engine for driving the development of teaching expertise. Understand that it is not enough to know what a strong adult culture looks like; it is time for us, as leaders, to study and practice the skills for growing one.

Participants will:
• Understand the commitments and support required by central office leaders.
• Explore the broad access to quality learning experiences required by teachers.
• Consider the supervision and support of principals for building an adult professional culture.
• See how to avoid schools becoming a “point of light” that expires when a few key leaders move on.
• Leave with a vision of where to go and some concrete steps to take.

Jonathon Saphier, Research for Better Teaching, Acton, MA, jonsaphier@comcast.net
Jonathon Saphier is founder and president of Research for Better Teaching, an educational consulting organization dedicated to the professional development of teaching and leadership. Since 1979, he has taught in-depth professional development programs centered on the knowledge base on teaching to educators in hundreds of districts throughout the U.S. and internationally. In 2001, Saphier was appointed a panel member for the National Research Council of the National Academy of Sciences to study the best methods for transferring well-established educational research knowledge to classroom practice. Saphier is the author or co-author of eight books, including The Skillful Teacher: Building Your Teaching Skills (Research for Better Teaching, 2008) with Mary Ann Haley-Speca and Robert Gower, now in its sixth edition.

Deborah Reed, Concord, MA, reed@rteach.com
Deborah Reed is an educational consultant who works with school systems throughout North America and Central America. She offers courses and institutes, as well as coaches and consults with teachers and administrators on topics that include standards-based instruction, curriculum development, and development of instructional expertise. She also consults on alternative certification programs for teachers, organizational development and school culture, leadership, supervision skills, mentoring new teachers, teaching in a block schedule, co-teaching, managing inclusion classrooms, and differentiated instruction. Reed has more than 30 years experience in education.

Area of Focus: Leadership
Preconference Sessions

PC201
Professional Learning in the Digital Age

Kristen Swanson, BrightBytes, San Francisco, CA, kristen@brightbytes.net

Kristen Swanson is an educational thought leader in the areas of curriculum and technology at BrightBytes. She has taught at the elementary level, served as a regional consultant on Response to Intervention, worked as an educational technology director for a public school district in Pennsylvania, and developed curriculum. She is passionate about meaningful professional learning. Swanson serves on the board of the Edcamp Foundation, a nonprofit organization designed to facilitate local, grass-roots professional development. She is a prolific author and blogger and is rated as one of the top 100 education bloggers by Teach 100.

Area of Focus: Learning Designs

PC202
Facilitation Skills for Group Effectiveness

Michael Dolcemascolo, Thinking Collaborative, Skaneateles, NY, michael.dolcemascolo@gmail.com

Michael Dolcemascolo is an executive co-director of Thinking Collaborative, the home of the Adaptive Schools Foundation Seminar and the Cognitive Coaching seminar. An independent consultant, Dolcemascolo regularly presents workshops to educators on Cognitive Coaching, developing collaborative groups, learning styles, facilitation, and presentation skills. Dolcemascolo is the co-author, with Robert Garmston, of The Focusing Four: A Consensus Seeking Activity DVD Viewers Guide (Center for Adaptive Schools, 2009) and Dialogue DVD Viewers Guide (Center for Adaptive Schools, 2009).

Area of Focus: Leadership

PC203
Reach Every Student in Every Class Every Day: The Flipped Classroom

Carolyn McKanders, Thinking Collaborative, Missouri City, TX, carolyn.mckanders@gmail.com

Carolyn McKanders is director of organizational culture for Thinking Collaborative, the home of the Adaptive Schools Foundation Seminar and the Cognitive Coaching seminar. As an educational consultant, McKanders specializes in individual, group and organization development. McKanders’ background includes 28 years in Detroit Public Schools as a teacher, counselor, and staff-development specialist. Presently, she presents seminars internationally on developing adaptive schools, Cognitive Coaching, enhancing presentation effectiveness, and facilitation skills.

Area of Focus: Learning Designs

Participants will:
- Increase flexibility, confidence, and authenticity as a facilitator.
- Use new structures that promote success in decision-making meetings.
- Access new ways to develop group productivity.
- Use conversation structures that increase understanding and shared meaning among group members.
- Convert negative energy into positive energy.

Participants will:
- Consider how the flipped class is a viable teaching pedagogy.
- Understand how to begin effectively flipping classrooms, while preparing students, administrators, and parents for the switch.
- Explore simple technological tools to help flip the classroom.
- Learn to flip professional development training for any course.

Area of Focus: Learning Designs

Aaron Sams, FlippedClass.com, Pittsburgh, PA, aaron@flippedclass.com

Aaron Sams has been an educator since 2000 and is currently the managing director of flippedclass.com, co-founder of The Flipped Learning Network, and is an adjunct professor at Saint Vincent College. He was awarded the 2009 Presidential Award for Excellence in Math and Science Teaching and was a chemistry teacher in Woodland Park, CO and in Hacienda Heights, CA. Sams also served as co-chair of the Colorado Academic Standards Science Sub-committee and serves as an advisor to Ted-Ed. Sams co-authored Flip Your Classroom: Reach Every Student in Every Class Every Day (ISTE, 2012) and Flipped Learning: Gateway to Student Engagement (ISTE, 2014).

Area of Focus: Learning Designs
PC204
Better Conversations: The Beliefs and Habits That Help Anyone Dramatically Improve as a Communicator

Much of our joy and sorrow in life, and our success and failure at work, are the direct result of our relationships. Our relationships flourish or fail depending on how well we communicate. Learn how to listen and communicate with empathy, find common bonds, and build emotional connections. Develop the beliefs and habits that lead to better conversations and more life-giving conversations.

Participants will:
• Acquire coaching strategies anyone can use to improve communication.
• Develop the habits to support better conversations, hone listening skills, build trust, ask good questions, control emotions, redirect destructive conversations, foster dialogue, and find common ground.
• Hear about the results attained from a survey of more than 400 people around the world who tested self-coaching strategies.
• Leave with an understanding of how to improve interaction with others, especially educators who lead change.

Jim Knight, University of Kansas, Lawrence, KS, jim@instructionalcoaching.com

Jim Knight has spent more than two decades studying professional learning, effective teaching, and instructional coaching. He is director of the Kansas Coaching Project at The University of Kansas Center for Research on Learning and president of the Instructional Coaching Group and the Impact Research Lab in Lawrence, KS. Knight has written several books including Instructional Coaching: A Partnership Approach to Improving Instruction (Corwin, 2007), Unmistakable Impact: A Partnership Approach to Dramatically Improving Instruction (Corwin, 2011), High-Impact Instruction: A Framework for Great Teaching (Corwin, 2013), and Focus on Teaching: Using Video for High-Impact Instruction (Corwin, 2014).

Area of Focus: Leadership

PC205
The Art of Coaching Teams

Discover several high-leverage entry points for building effective teams that can have an impact on student learning. Reflect on the skills that a facilitator needs in order to lead high-performing teams and identify your own areas of strength and areas for growth. Explore the importance of trust in team development and create plans for how to increase trust in your teams. Consider agendas for team meetings and identify essential components that support team development.

Participants will:
• Identify the key skills needed by facilitators to develop high-functioning teams.
• Reflect on the presence of trust in their teams and develop a trust-building plan.
• Create an agenda that will be used for an upcoming meeting and reflects effective practices in team facilitation.
• Leave with a draft agenda that will be used for an upcoming team meeting and is based on criteria identified.

Elena Aguilar, Oakland, CA, elenaaguilar@yahoo.com

Elena Aguilar has been a teacher, an instructional coach, a transformational leadership coach, and an administrator in California public schools for over 20 years. Her latest book, The Art of Coaching Teams, will be published by Jossey-Bass in fall of 2015. She is the author of The Art of Coaching: Effective Strategies for School Transformation (Jossey Bass, 2013) and she writes for Edutopia and EdWeek. She now facilitates learning in schools and districts across the country, and she continues to coach school leaders in the San Francisco Bay Area.

Area of Focus: Leadership

“I left the Learning Forward [Annual] Conference very energized and excited to apply the many new strategies I learned. It was the shot in the arm I needed to continue my work with educators.”

— Lois Kappler, 2014 Annual Conference attendee
Preconference Sessions

PC206  •  With Rigor for All: Promoting Literacy Through Vigorous Reading and Writing

Discover how to teach challenging literature and informational text to all students and demonstrate how to integrate writing instruction within this paradigm. Gain practical suggestions for increasing students’ academic vocabulary through their reading and writing as well as ways to help students navigate complex diction, abstract references, and common text structures. Leave with a variety of approaches for making reading and writing come alive in the classroom while working towards college- and career-readiness for all.

Participants will:
• Practice with close reading techniques that lead to deeper learning.
• Examine best practices for developing academic vocabulary.
• Gather ideas for promoting student confidence when reading complex text.

Carol Jago, Oak Park, IL, cjago@caroljago.com
Carol Jago taught English in middle and high school for 32 years and is associate director of the California Reading and Literature Project at University of California Los Angeles. She served as president of the National Council of Teachers of English (NCTE) and chairs the College Board’s English Academic Advisory committee. She has published many books including With Rigor for All: Meeting Common Core Standards for Reading Literature (Heinemann, 2011, 2nd edition). Jago edits the journal of the California Association of Teachers of English and worked on the planning committee for the 2009 National Assessment of Educational Progress (NAEP) Reading Framework and the 2011 NAEP Writing Framework. Jago was awarded the 2014 Adolescent Literacy Thought Leader Award by the International Reading Association.

Area of Focus: Student Learning

PC207  •  Building Your Hard Conversations Skill Set for Being More Effective in Challenging Situations

Increase your effectiveness to collaborate more successfully during moments of conflict in team, department, or staff meetings. Understand how to supervise and coach with more confidence when challenging moments arise.

Participants will:
• Discuss the difference between a clarifying conversation and an accountability conversation.
• Learn to bring flexibility of perspective to a challenging discussion involving gender, generational, or cultural differences.
• Increase their understanding of what else might be ‘at play’ organizationally and personally when hard conversations are taking place.
• Review the brain research about adult learning that supports a more effective hard conversation outcome.
• Increase their ability to respond to conflict-escalator comments.
• See how to manage personal reactions when receiving difficult feedback.

Jennifer Abrams, Palo Alto, CA, jennifer@jenniferabrams.com; @jenniferabrams

Area of Focus: Leadership

Conference Icons  | Special symbols provide additional information for conference attendees. These sessions are marked with icons. Most sessions are appropriate for all attendees.

• BASIC for participants with limited background in the content.
• ADVANCED for attendees who have knowledge of the session content.
• Sessions that have content and skills for educators serving TITLE 1 populations are designated this way.
• Explore PD REDESIGN in sessions marked with this icon.
• Common Core State Standards will be found in these sessions.
• Sessions appropriate for SUPERINTENDENTS are flagged with this icon.
• Sessions where participants should BYOD—Bring your own device.
• Gain a global perspective in sessions marked with this icon.
• Wallace Foundation sessions are provided with the support of our conference sponsor and partner.
PC208

The Teacher as Instigator of Thought: Fine-Tuning Your Practice for Improved Student Performance

How can you transform your teaching practice to build student engagement and achievement? Explore different strategies to fine-tune teaching skills and achieve deeper student learning. Play with questions and explore an inquiry-based instructional approach to bring a fresh perspective to classrooms.

Participants will:

- Explore an inquiry-based instructional approach, which transforms the classroom to build student engagement and achievement.
- Understand how to implement the inquiry-based instructional approach in a way that is integrated with college-ready standards and uses engaging activities.
- Leave with new philosophical understanding and practical resources that will inform your instructional practice.

Aleta Margolis, Center for Inspired Teaching, Washington, DC, aleta@inspiredteaching.org

Aleta Margolis founded the Center for Inspired Teaching with the purpose to build a better school experience for students. Margolis is a former professor of education at American University. As a public school teacher, she taught in both elementary and middle schools and designed and ran alternative educational programs for court-referred high school students. In 2011, Margolis helped launch the Inspired Teaching Demonstration Public Charter School to serve as a demonstration site.

Monisha Karnani, Center for Inspired Teaching, Washington, DC, monisha@inspiredteaching.org

Monisha Karnani is the director of teacher preparation initiatives with the Center for Inspired Teaching and oversees the external relations of the Inspired Teacher Certification Program. Before joining Inspired Teaching, she was a high school math teacher in Baltimore City. Karnani is passionate about working with teachers to improve mathematics instruction and reduce math anxiety in teachers.

Suzanne Katz, Center for Inspired Teaching, Washington, DC, suzanne@inspiredteaching.org

Suzanne Katz is director of strategic partnerships with the Center for Inspired Teaching. She began teaching math and science at the middle school level before building a comprehensive middle school theater program that integrated core content and arts instruction. Katz taught at Ripon College in the department of educational studies, where she developed and taught coursework in inquiry-based instruction, arts integration, and multicultural education, and conducted research on using theater as a means to develop intercultural dialogue among students.

Robyn Sperling, Center for Inspired Teaching, Washington, DC, robyn@inspiredteaching.org

Robyn Sperling is director of research and evaluation with the Center for Inspired Teaching. She began working in education as a program instructor at a civic education organization in Washington, DC and then spent five years teaching high school social studies in New York City. Most recently, she worked as a researcher at the Institute for Education and Social Policy.

Deborah Williams, Inspired Teaching Demonstration Public Charter School, Washington, DC, deborah.williams@inspiredteachingschool.org

Deborah Williams is the executive director and head of school at the Inspired Teaching Demonstration Public Charter School. She has more than 30 years of experience in the field of education having taught at the elementary, secondary, and university levels. Williams taught and served as a principal in Washington area private schools including Sidwell Friends and Beauvoir. Williams was a member of the Found Board and served as director of strategic partnerships at Center for Inspired Teaching. She also served on the faculty for the Center’s Teacher Certification Program.

Latisha Coleman, Inspired Teaching Demonstration Public Charter School, Washington, DC, latisha.coleman@inspiredteachingschool.org

Latisha Coleman has been in education for more than 10 years. She is currently the middle school principal at the Inspired Teaching Demonstration Public Charter School. Coleman was a recipient of the 2012 Distinguished Teacher Candidate Award from the Maryland Association of Teacher Educators. She is also a member of the Bill & Melinda Gates Foundation Teacher Advisory Panel.

Zoe Duskin, Inspired Teaching Demonstration Public Charter School, Washington, DC, zoe.duskin@inspiredteachingschool.org

Zoe Duskin is the founding principal of the Inspired Teaching Demonstration Public Charter School. Most recently Duskin worked in San Francisco Unified School District as an instructional coach and assistant principal for curriculum and instruction where she supported new and experienced teachers, and developed a professional development model based on the principles of distributive leadership, building the capacity of teacher leaders to direct school improvement initiatives.

Kate Keplinger, Inspired Teaching Demonstration Public Charter School, Washington, DC, kate.keplinger@inspiredteachingschool.org

Kate Keplinger has been working in education in Washington, DC for 18 years. She received her DC teaching certification in secondary social studies and masters in teaching degree from American University. As the chief operating officer at the Inspired Teaching School, Keplinger oversees all aspects of school operations and serves as a part of the leadership team. Before joining Center for Inspired Teaching, Keplinger taught at in District of Columbia Public Schools and in Montgomery County, MD. She also spent several years working as a legislative assistant for Congresswoman Louise M. Slaughter (D-NY).

Area of Focus: Student Learning
Preconference Sessions

PC209
Transforming Professional Learning: Applying Proven Strategies and Tools to Elevate Practice

District leaders are grappling with ways to increase educator effectiveness to meet the needs of all their students. Learning Forward believes that transformative professional learning systems have the power to change educator practice in ways that significantly improve student learning. Experience the latest tools and strategies to guide the transformation of professional learning in your school or system. Drawing content and resources from the successful publication, Becoming a Learning System, Kay Psencik and Wendy Robinson will facilitate a learning experience that addresses the key elements of a transformative professional learning system.

Participants will:
- Experience strategies for developing coherent visions, realigning resources, and leveraging standards.
- Examine key roles and responsibilities of school and district leaders in developing and sustaining a transformative professional learning system.
- Acquire tools and resources to support a transformative professional learning system.
- Share a problem of practice that can be addressed through professional learning and engage with other participants to seek immediate or long-term solutions that impact individual, team, school, and program success.

Participants will receive a copy of Becoming a Learning System (Learning Forward, 2014) by Stephanie Hirsh, Kay Psencik, and Frederick Brown

Kay Psencik, Learning Forward, Cyprus, TX
kay.psenick@learningforward.org

Kay Psencik is a senior consultant for the Learning Forward. She has been an educator for more than 45 years. Psencik served in Texas public schools as a teacher and administrator until her retirement in 1999 from Austin Independent School District where she was as deputy superintendent. Since her retirement, she has assisted school districts and other educational organizations across the nation in efforts to transform their organizations by facilitating and coaching principals to lead high-performing schools. Psencik’s other area of expertise is leadership development.

Wendy Robinson, Fort Wayne Community Schools, Fort Wayne, IN
wendy.robinson@fwcs.k12.in.us

Wendy Robinson is superintendent of Fort Wayne Community Schools in Fort Wayne, IN. In her 35 years with Fort Wayne Community Schools, she has served as a classroom teacher, assistant principal, principal, and central office administrator. Robinson was one of the members of the inaugural class of Broad Center Fellows, a program designed to prepare and challenge urban school leaders. She is nationally recognized for her expertise in improving urban education and is frequently asked to speak at conferences and events hosted by organizations such as The Wallace Foundation, the National Conference of State Legislators, American Association of School Administrators, and the Urban Superintendent’s Association of America. Robinson has received numerous awards, including the National Alliance of Black School Educators 2009 Joseph E. Hill Superintendent of the Year Award.

Area of Focus: Leadership

PC210
Sit-and-Get Won’t Grow Dendrites: 20 Professional Learning Strategies that Engage the Adult Brain

Visualize the worst presentation that you have ever been a part of as an adult learner. Now visualize the best one. No doubt there is a considerable difference between the two professional learning opportunities. Learn the answers to three basic questions: What are 20 strategies that I can use to make my professional learning experience unforgettable? What are techniques that result in sustained adult behavior change? What are 10 things that keep adults living well beyond the age of 80?

Participants will:
- Explore six precepts of adult learning theory.
- Experience five strategies that make learning memorable.
- Generate 10 characteristics of a brain-compatible speech, workshop, or course.
- Develop a professional learning lesson plan that will result in behavior change.
- Ensure that teachers and administrators get the message through strategies such as action research, study groups, and peer coaching.

Marcia Tate, Developing Minds, Conyers, GA, marciata@bellsouth.net

Marcia Tate is an educational consultant who has presented at state, national, and international conferences. Previously, she was executive director of professional development for the DeKalb County School System in Decatur, GA. During her 30-year career with the district, she was a classroom teacher, reading specialist, language arts coordinator, and staff development director. She is the author of Worksheets Don’t Grow Dendrites: 20 Instructional Strategies That Engage the Brain, (Corwin Press, 2010, 2nd ed.), Preparing Children for Success in School and Life: 20 Ways to Increase Your Child’s Brain Power (Corwin Press, 2011), Science Works的手册 Don’t Grow Dendrites: 20 Instructional Strategies That Engage the Brain (Corwin Press, 2010), and Sit and Get Won’t Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain (Corwin Press, 2004).

Area of Focus: Leadership
PC211 Mathematics at Work: Creating a K–12 College- and Career-Ready Culture for All Students

One of the greatest problems with mathematics instruction, homework, and assessment, in general, is that it is too inconsistent from classroom to classroom and school to school; consequently, only pockets of excellence exist. Explore the focus needed to achieve unprecedented results in student learning. Gain insight and tools that help you establish the collaborative structures and culture necessary for districtwide success. Consider the elements of high-quality unit assessments, unit homework, and unit mathematical tasks. Review discussion and analysis protocols that teams can use at the end of every unit to learn together via seven stages of collaboration. Carry over these lessons to other content areas.

Participants will:
- Understand and use high-quality unit assessment design protocols and discussion tools to erase inequities caused by the design and scoring of those unit assessments.
- Examine how to use research design and discussion tools for highly effective homework protocols and practices in mathematics.
- Develop effective in-class formative assessment processes for use on a unit-by-unit basis.
- Identify the criteria and effective discussion tools for higher-level cognitive demand tasks on a unit-by-unit basis that develop student understanding in mathematics.
- Use discussion tools for assessment analysis as part of formative assessment processes at the end of each unit of content and instruction.

Participants should bring for analysis copies of homework assignments and copies of recent exams given to students.

Timothy Kanold, E²-2 PLC Learning Group, Chicago, IL, tkanold@d125.org

Timothy Kanold is an award-winning educator, author, and consultant. He is a former director of mathematics and science and also served as superintendent of Adlai E. Stevenson High School District 125, a model professional learning community district in Lincolnshire, Illinois. He is a past president of the National Council of Supervisors of Mathematics (NCSM) and co-author of several best-selling mathematics textbooks over several decades. Kanold received the prestigious international 2010 Damen Award for outstanding contributions to the field of educational leadership from Loyola University Chicago, 1994 Outstanding Administrator Award from the Illinois State Board of Education, and the 1986 Presidential Award for Excellence in Mathematics and Science Teaching.

Bill Barnes, Howard County Public School System, Ellicott City, MD, william_barnes@hcpss.org @billjbarnes

Bill Barnes is coordinator of secondary mathematics for the Howard County Public School System in Maryland. He is also an adjunct professor for Johns Hopkins University, the University of Maryland-Baltimore County, McDaniel College, and Towson University. A past president of the Maryland Council of Teachers of Mathematics, Barnes currently serves the National Council of Supervisors of Mathematics as Eastern Region 2 Director. Barnes is the recipient of the 2003 Maryland Presidential Award for Excellence in Mathematics and Science Teaching. He was named Outstanding Middle School Math Teacher by the Maryland Council of Teachers of Mathematics and Maryland Public Television and Master Teacher of the Year by the National Teacher Training Institutes.

PC212 Teacher Evaluation That Makes a Difference

Helping teachers in every classroom raise the effectiveness of their instruction is the key to raising student achievement. Focus on how to transform teacher evaluation from a compliance-oriented summative process to a rich feedback and growth system. Use a system relying on formative metrics and empowering teachers to be in control of their own development. Explore best practices and tools for putting growth and development into teacher evaluation using the Marzano framework. See how to align new standards implementation with professional development and reduce the achievement gap with a growth and evaluation system.

Participants will:
- Understand the relationship between instructional practice and student growth metrics.
- Be able to identify the key research-based strategies to achieve more rigorous instruction.
- Compare and contrast summative and formative systems for teacher evaluation.
- Develop an assessment of their current teacher evaluation systems and plan for moving their teacher evaluation systems to a growth and development focus.

Michael Toth, Learning Sciences International, West Palm Beach, FL, mtoth@learningsciences.com

Michael Toth is founder and chief executive officer of Learning Sciences International, iObservation, the National Institute for Professional Practice, and Learning Sciences Marzano Center for Teacher and Leader Evaluation. Formerly the president of the National Center for the Profession of Teaching, a university faculty member, and director of research and development grants, Toth transformed his university research and development team into a company that is focused on leadership and teacher professional growth and instructional effectiveness correlated to student achievement gains. Toth is co-author with Robert Marzano of Teacher Evaluation That Makes a Difference: A New Model for Teacher Growth and Student Achievement (ASCD, 2013) and co-author with Robert Marzano and Beverly Carbaugh of School Leadership Results: Shifting the Focus of Leader Evaluation (LSI Publishing, 2015).

Area of Focus: Data
PC213

Building Learning-Focused Collaborative Cultures for Student Success

Research and exemplary practice underscore the relationships among collaborative, learning-focused school cultures and staff and student success. Gain practical strategies to create such cultures where they do not exist or strengthen them where they have developed. Leave with learning-focused strategies to enhance collaborative work in ways that culminate in staff and student learning. Investigate tools and protocols to create awareness of and address the opportunity gap that exists in many schools.

Participants will:
- Examine the literature on the relationships among collaborative learning-focused cultures and staff and student learning.
- Explore surveys and tools to assess the stages of a collaborative culture and a high-trust environment.
- Participate in a mock faculty meeting designed to build staff members’ capacity to address standards of learning.
- Practice using tools to analyze data and design responsive, instructional interventions.
- Explore problem-solving models to build the collective capacity of staff to address students’ social emotional and learning needs.

Ann Delehant, Learning Forward, Webster, NY, ann.delehant@learningforward.org

Ann Delehant is a member of The Dolan Team, a management-labor consulting firm that specializes in deep systemic change; a member of Blueprint for Education, a small consulting firm focused on human capital management reform and professional learning; and a senior consultant for Learning Forward. She also is a consultant for American Association of School Administrators. Delehant is a former trustee of Learning Forward and was a founding member of Learning Forward New York. She received the NSDC Distinguished Service Award in 1996. Delehant is the author of Making Meetings Work (Corwin and Learning Forward, 2006).

Pam Robbins, Staunton, VA, probbins@shentel.net

Pam Robbins, a former special and regular education teacher, basketball coach, school leader, and staff developer, consults internationally with school systems, leadership academies, universities, state departments of education, and corporations. Robbins has written for Educational Leadership, The Elementary School Journal, and JSD. Her newest book is Peer Coaching: Collaboration to Enhance Professional Practice and Learning (ASCD, 2015). She is also the co-author of The Principal’s Companion (Corwin Press, 2014, 4th ed.).

Area of Focus: Learning Designs

PC214

Teacher-Powered Schools: Redesigning Schools for 21st-Century Outcomes

Teacher-powered schools provide an environment that supports the deep knowledge work of teaching so that students can also develop these same skills. If students are to become the collaborators and problem solvers of tomorrow, they need to see their teachers modeling these skills and behaviors today. Explore how teacher-powered schools are redesigning leadership and governance structures and learn how you might begin to shift your school toward becoming a teacher-powered school.

Participants will:
- Develop an understanding of how teacher-powered schools differ from traditional school models.
- Discover how teacher-powered schools are structured to produce outcomes that align with student success.
- Explore ways in which teacher-powered structures can be implemented in their schools.
- Create an action plan for moving their schools, or some portion of their schools, toward being teacher-powered.

Lori Nazareno, Center for Teaching Quality (CTQ), Carrboro, NC, lnazareno@teachingquality.org

Lori Nazareno is a dually certified National Board Certified Teacher who taught science for 25 years. She designed, and took the lead in bringing into form, the Mathematics and Science Leadership Academy, a teacher-powered school in Denver. She served on the NEA Commission for Effective Teachers and Teaching, the Board of Directors for the National Board for Professional Teaching Standards, the Teacher Advisory Committee for the Bill & Melinda Gates Foundation, and the CTQ Teacher Advisory Board. She is deeply committed to teacher leadership and believes that the bold ideas of accomplished teachers can and will transform schools, schooling, and the teaching profession.

Area of Focus: Leadership

“This was the best conference I have attended. I hope to attend again next year.”

— Ben Harris, 2014 Annual Conference attendee

Register Online Today. www.learningforwardconference.org/annual15
PC215  
Cultural Proficiency: A Framework for Critical Conversations About Race, Class, and Culture

Cultural proficiency is a mind-set employing an inside-out approach to change that will lead us to esteem the cultures of others, as well as our own. Plan to reflect on and apply the tools of cultural proficiency to a continuum of related principles and essential elements. Shift conversations from blame to collective responsibility for leading profound transformational change in schools.

Participants will:
- Learn the cultural proficiency continuum and guiding principles and apply them to educational achievement.
- Practice a process for surfacing assumptions about students that leads to positive action.
- Use tools to facilitate dialogue about race, class, and culture through the lens of cultural proficiency.

Brenda CampbellJones, CampbellJones & Associates, West Friendship, MD, campbelljonesassoc1@gmail.com
Brenda CampbellJones is president of CampbellJones & Associates and provides professional development and technical assistance to school districts throughout the U.S. and Canada. CampbellJones has served as a teacher, an elementary principal, an award-winning middle school principal, an area superintendent, college professor, and university director. Through the lens of cultural proficiency, she coaches and facilitates the change process in school districts making systemic changes for academic and social achievement. CampbellJones is co-editor of the best selling book The Cultural Proficiency Journey: Moving Beyond Ethical Barriers Toward Profound School Change (Corwin, 2010) with Franklin CampbellJones and Randall Lindsey.

Franklin CampbellJones, Campbell Jones & Associates, West Friendship, MD, fcampbelljones1@gmail.com
Franklin CampbellJones is vice president of CampbellJones & Associates. He enjoys working with educational systems throughout the U.S. and Canada trying to overcome thorny issues of class, race, and social injustice in schools. CampbellJones has served as a high school social science and reading teacher, school administrator, district office director, and state director for California School Leadership Academy, and university professor. He is also the co-author of the best selling book, The Culturally Proficient School: An Implementation Guide for School Leaders with Randall Linsey and Laraine Roberts (Corwin, 2013, 2nd ed.) and co-editor of The Cultural Proficiency Journey: Moving Beyond Ethical Barriers Toward Profound School Change (Corwin, 2010) with Brenda CampbellJones and Randall Lindsey. CampbellJones has recently joined the faculty at Towson University as professor of instructional leadership.

Area of Focus: Equity

PC216  
Making Research Relevant: Strengthening the Connection Between Practice and Research

Educators are increasingly called upon to ensure that their decisions, programs, and strategies are data-driven, research-based, and evidence-based. Become a better consumer of research and data by exploring questions such as: What is research? How is the quality of research determined? Where does one find an acceptable research base or evidence to address a specific challenge of practice? How does one apply research to a specific challenge of practice?

Participants will:
- Develop a strategy for identifying core issues of education research.
- Be able to explain criteria for judging the quality of research and assessing its context.
- Apply research in practice, including carrying out the stages of implementation; using data to assess progress and outcomes; and understanding schools and districts as complex systems.
- Practice applying these concepts to real-world situations.
- Leave with a set of user-friendly tools to support using research in practice.

Jeanne Poduska, American Institutes for Research, Baltimore, MD, jpoduska@air.org
Jeanne Poduska is a managing scientist in the education program at American Institutes for Research. Over the past 25 years, she has worked with teachers, school leaders, and communities on issues related to education and public health. Her current research focuses on developing and testing models of professional development to support educators as they move evidence-based strategies and programs into practice and on understanding the role of organizational and contextual factors. Poduska presents and publishes on these topics regularly and she has been funded by the National Institutes of Education Sciences, National Institute on Drug Abuse, Eunice Kennedy Shriver National Institute of Child Health and Human Development, and U.S. Department of Justice.

Traci Maday-Karageorge, American Institutes for Research, Baltimore, MD, tkarageorge@air.org
Traci Maday-Karageorge is an education consultant in the education program at American Institutes for Research. Mady-Karageorge specializes in bridging research with practitioners, specifically in the realm of comprehensive school reform. She has extensive experience designing and delivering professional development and training for teachers and leaders. Maday-Karageorge formerly served as a program associate at the National Center for Comprehensive School Reform and Improvement. She began her professional career as a high school teacher and served for several years as the assistant director of the Center for Native American Studies at Northern Michigan University.

Area of Focus: Data
Preconference Sessions

PC217

Powerful Designs for Professional Learning

Explore powerful designs for professional learning with an increased focus on the use of technology. Consider professional learning models such as online coaching and the use of social media. Examine a model for evaluating professional learning designs that uses a questionnaire you can apply to your own professional learning designs.

Participants will:
• Understand a model for evaluating professional learning designs, including components and elements.
• Use a questionnaire to assess school and district professional learning designs.
• Discover how to use social media for professional learning.
• Examine how online coaching can help educators improve their practice.
• Become familiar with a theoretical framework from Powerful Designs for Professional Learning (Learning Forward, 2015, 3rd ed.) and make a plan for improving professional learning.

Participants should bring a copy of the third edition of Powerful Designs for Professional Learning (Learning Forward, 2015, 3rd ed.), which may be ordered at the Learning Forward Bookstore at https://store.learningforward.org.

Lois Easton, Learning Forward, Tucson, AZ, lois.easton@learningforward.org

Lois Easton works as a consultant, coach, and author and is a senior consultant with Learning Forward. She is particularly interested in learning designs for adults and struggling students. Easton retired in 2005 as director of professional development with Eagle Rock School and Professional Development Center, Estes Park, Colorado. Easton is the editor and a contributor to Powerful Designs for Professional Learning (Learning Forward, 2015, 3rd ed.).

Area of Focus: Learning Designs

“I felt very welcomed as a first time attendee. This was the most valuable conference I have attended in my 20 years in education. I will build in funding to attend this conference in the future to hear from the most influential leaders in the field of professional learning.”

— Lori Rubino-Hare, 2014 Annual Conference attendee
A01 Fundamentals of Professional Learning

Facilitating group decision making? Implementing Learning Forward’s Standards for Professional Learning? Modeling effective professional development teaching strategies? Engaging adult learners? How does a beginning staff developer know where to start and what to do? Focus on each of these questions and create your own answers. Learn multiple strategies and techniques for advancing successful professional development. This session is repeated as E01. Register for session E04, More Tips, Tools, and Techniques for Professional Learning for additional content on professional learning fundamentals.

Terri Iles, Graham, TX, edlearningforwardtexas@gmail.com
Diana Ely, Northside Independent School District, San Antonio, TX, diana.ely@nisd.net

Area of Focus: Learning Designs

A02 Managing Change: Twelve Principles

Understanding exactly what happens when people experience change will serve school leaders in their efforts to get improved results. Increase individual and organizational effectiveness by learning about 12 principles of change. Apply these principles to a change initiative using a change effort organizer and then construct an understanding of change theory within the context of education.

Jenni Donohoo, Greater Essex County District School Board, Amherstburg, jenni.donohoo@publicboard.ca
Chad Schmidt, South St. Paul Public Schools, South St. Paul, MN, chad.schmidt@sspps.org

Area of Focus: Leadership

A03 Coaching Teams to Use Formative Assessments for Results

Learn how to coach teacher teams to unlock the power of classroom formative assessment to motivate students and increase achievement. Experience a process for engaging teacher teams in developing common short-cycle or daily formative assessments and analyzing results. See how to guide teams to take action in response to data analysis using engaging tools.

Nancy Love, Research for Better Teaching, Acton, MA, love@rbteach.com
Robin Whitacre, Acton, MA, robin@jrwcsci.com
Nina Smith, Santa Fe Indian School, Santa Fe, NM, ninagsmith@gmail.com

Area of Focus: Data

A04 Meetings: Reframing to a Paradigm of Effectiveness

Meetings, often seen as a distraction to our real work, can become places where participants’ collective brainpower is maximized to focus on critical issues. Build your leadership skills by experiencing and analyzing meeting planning and facilitation tools. Implement these tools and watch your colleagues clamor to attend the meetings that you lead. Gain an understanding of how to use backward design to create effective and engaging meeting agendas, protocols and processes for helping teams make decisions, as well as how to use templates and checklists for meeting planning.

Chrys Browne, Wake County Public School System, Cary, NC, cbrowne@wcpss.net
Susan Andrews, Wake County Public School System, Cary, NC, sandrews@wcpss.net

Area of Focus: Leadership

A05 Closing the Gap: A Continuous Learning Framework

Examine how districts improved the performance of low-income students and closed performance gaps by successfully implementing a continuous learning framework. Explore the connections between the powerful components included in a continuous learning framework, and relate these components to your district and school practices. Engage in insightful discussion and thoughtful reflection about proven leadership dimensions that support a continuous learning framework.

Connie Kamm, Kamm Solutions, Phoenix, AZ, conniekamm@kammsolutions.com
Bonnie Bell, Lowell Joint School District, Whittier, CA, bbell@ljsd.org
Judi Melagooza-Marx, Montebello Unified School District, Montebello, CA, judjoza_marx@yahoo.com
Alex Barber, Lake Villa District 41, Lake Villa, IL, abarbour@district41.org

Area of Focus: Data

A06 Growth-Oriented Leadership: Developmental Strategies for Schools and Systems

Supporting adult learning is directly associated with increasing students academic achievement and building adults internal capacity. Understand adult developmental theory and how it supports adult growth and student achievement. Explore a developmentally based model of leadership for-growth adaptable to professional learning initiatives. Learn about a developmental approach to giving and receiving feedback. Develop skills for building growth-enhancing cultures that support individual and group growth, reflection, and transformation.

Ellie Drago-Severson, Columbia University, Teachers College, New York, NY, drago-severson@tc.columbia.edu
Jessica Blum-DeStefano, Bank Street College, New York, NY, jesscblum@yahoo.com

Area of Focus: Leadership
Concurrent Sessions | Monday

Set A | Monday | December 7, 2015 | 9:30 a.m. – 11:30 a.m. continues 2:15 p.m. – 4:15 p.m.

A07 Assessment: How Do We Know They’re Learning?
Whether they are called multiple intelligences or gifts, students come to class with many different ways of knowing. Gain strategies that help move you from deciding what you want students to know and be able to do, to knowing when they have mastered essential learning. Consider both traditional and more authentic forms of assessing a student’s way of knowing, and leave with product ideas and strategies for assessing student learning.

Marcia Tate, Developing Minds, Conyers, GA, marciata@bellsouth.net

Area of Focus: Data

A08 Self-Directed Evaluation Conversations
School districts are developing new professional performance review protocols for use in the teacher evaluation process. Understand how communication between the evaluator and teacher determines whether the evaluation supports growth and learning. Acquire the skill set needed to conduct an evaluation process that supports professional learning and promotes self-directedness in those being evaluated. Gain increased confidence in using evaluation as an opportunity to support growth.

Michael Dolcemascolo, Thinking Collaborative, Skaneateles, NY, michaeldolcemascolo@gmail.com
Jenn Ellison, Thinking Collaborative, Denver, CO, ccsjane@aol.com

Area of Focus: Data

A09 Engaging Modern Minds
Teachers are facing a unique challenge on how to cross the biggest generational divide education has ever seen. When designing and conducting their classrooms, Gen X and Gen Y teachers who teach Gen Z students are finding they need completely different sets of skills and choices. Consider a menu of exciting possibilities that real teachers have proven in real classrooms with real students. Increase student comprehension through focused social interaction. Engage students through the use of movement and develop student confidence through interactive activities.

Rich Allen, Green Light Education, Christiansted, VI, rich@drrichallen.com
Jenn Currie, Commodore Perry School District, Christiansted, VI, jenncurrie@aol.net

Area of Focus: Student Learning

Conference Icons | Special symbols provide additional information for conference attendees. These sessions are marked with icons. Most sessions are appropriate for all attendees.

- **BASIC** for participants with limited background in the content.
- **ADVANCED** for attendees who have knowledge of the session content.
- **Sessions that have content and skills for educators serving TITLE 1 populations are designated this way.**
- **Explore PD REDESIGN in sessions marked with this icon.**
- **Common Core State Standards will be found in these sessions.**
- **Sessions appropriate for SUPERINTENDENTS are flagged with this icon.**
- **Sessions where participants should BYOD—Bring your own device.**
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- **Wallace Foundation sessions are provided with the support of our conference sponsor and partner.**

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**TL01 & TL02 | Monday | December 7, 2015 | 9:30 a.m. – 11:30 a.m.**

**TL01**

**Thought Leader Lecture: Integrating Professional Learning into the Daily Lives of Teachers**

Monday, December 7, 2015 from 9:30 a.m. - 10:30 a.m.

Hear about recently published research examining the professional learning practices of some of the world’s highest-performing school systems. Drawing on professional learning strategies and policies from systems in British Columbia, Hong Kong, Shanghai, and Singapore, learn about a model for integrating quality professional learning into the daily lives of teachers. The model includes three-stage “improvement framework” focused on assessing student needs, developing teaching practices to meet those needs, and evaluating the impact of new teaching practices. Learn how the framework, along with key policy reforms focused on developing professional learning leaders, evaluation and accountability, and increasing time for teacher learning, puts professional learning at the heart of school improvement efforts.

**Marc Tucker**, National Center on Education and the Economy, Washington, DC, marc.tucker@ncee.org

Marc Tucker is president and chief executive officer of the National Center on Education and the Economy. He has been a leader of the standards-driven education reform movement for many years. Tucker authored the 1986 Carnegie Report, A Nation Prepared: Teachers for the 21st Century, which called for a restructuring of America’s schools based on standards; created the National Board for Professional Teaching Standards; created the Commission on the Skills of the American Workforce and co-authored its report, America’s Choice: high skills or low wages; and, was instrumental in creating the National Skill Standards Board and served as the chairman of its committee on standards and assessment policy.

**Ben Jensen**, Learning First, Melbourne, VIC, Australia, ben.jensen@learningfirst.org.au

Ben Jensen is the CEO of Learning First, a not-for-profit organization focusing on improving school education, while also operating a consultancy arm. Jensen was director of the school education program at the Grattan Institute from 2009-2014. At Grattan, his work focused on school improvement, programs to improve teaching and learning, education reform strategy, and cost-effectiveness. Prior to joining Grattan, Jensen worked at the OECD Directorate for Education for five years where his work focused on school improvement, teacher effectiveness, and how to measure school performance. In particular, he led an expert group examining how to accurately and meaningfully measure school performance and an international network comparing public policies that affect how schools operate and are organized. Much of his work concentrated on effective teaching practices, teacher management, and school leadership, and their effect on school outcomes.

**Joellen Killion**, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org

Joellen Killion is the former deputy executive director for Learning Forward. She has continued her relationship as an advisor to the organization. Killion led the most recent revision of the Standards for Professional Learning. She has extensive experience in professional learning planning, design, implementation, and evaluation at the school and system levels. Killion is a frequent contributor to Learning Forward newsletters and JSD. Her most recent books include Coaching Matters, co-authored with Cindy Harrison, Chris Bryan, and Heather Clifton (Learning Forward, 2012); Becoming a Learning School (NSDC, 2008), co-authored with Patricia Roy; and Assessing Impact: Evaluating Staff Development (Corwin Press, 2008, 2nd ed).

**Area of Focus: Implementation**

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**TL02**

**Thought Leader Lecture: Principal Supervisor Standards**

Monday, December 7, 2015 from 10:30 a.m. - 11:30 a.m.

The role of the principal supervisor, whether a single person or a number of individuals in central office perform that role, is to improve principal instructional leadership. To that end, the principal supervisor assesses and evaluates current leadership practices and prioritizes professional learning by the areas most likely to create positive effects on student learning and achievement. Review the newly released Principal Supervisor Standards, which seek to guide school systems in establishing expectations for this critical role. Consider a proposed definition of instructional leadership, develop an understanding of these new standards, and weigh the implications for district leaders.

**Mary Canole**, Council of Chief State School Officers, Newport, RI, mary.canole@consultant.ccsso.org

Mary Canole is retired, since 2008, from the Rhode Island Department of Elementary and Secondary Education after serving as the director of the Office of Progressive Support and Intervention. Previously, Canole had served as the superintendent of Newport Public Schools in Rhode Island for four years and was successful in moving the Newport district out of “In Need of Improvement” status. Before becoming superintendent, she spent four years as the director of instruction and grants for Newport Schools and seven years as the director/principal of the Newport Area Career and Technical Center. Canole taught at both the middle school and high school levels in other urban and suburban schools in Rhode Island.

**Ben Fenton**, New Leaders, Washington, DC, bfenton@newleaders.org

Ben Fenton co-founded New Leaders in 2000 with several other social entrepreneurs. In his current role as chief strategy officer, Fenton leads the organization’s policy and practice services to help states and districts develop new policies, strategies and tools for principal evaluation and principal effectiveness. He is also responsible for the ongoing implementation of the New Leaders organizational learning plan and programmatic evaluation. A recognized expert on principal quality, he is the lead author of the New Leaders white papers “Principal Effectiveness” and “Evaluating Principals,” and he co-led the development of the Urban Excellence Framework, a detailed field guide of the school practices and principal actions found in high-gaining urban public schools.

**Area of Focus: Leadership**
Concurrent Sessions | Monday

**Set B | Monday | December 7, 2015 | 9:30 a.m. – 11:30 a.m.**

**B01** Changing Math Instruction With Formative Assessment Practices

Hear about the successes and mistakes of others who are implementing the new standards in 6th-12th-grade math classes. Identify resources that support big ideas of mathematics and help students make connections within and across concepts as described in the Common Core State Standards for Math. Leave with key steps toward the successful transformation of learning and teaching cultures in middle and high school math classrooms.

Lisa Bush, Math Solutions, Glendale, AZ, lbush@scholastic.com

*Area of Focus: Student Learning*

**B02** Determining Professional Development Needs for Your School

Learn a structured process for determining what kinds of professional learning a school needs based on instructional summative and formative data. Apply this structured process to a case study of a sample school and then begin to analyze your specific school context to determine what to implement in the second part of your school year. Develop a replicable process for determining the kinds of professional learning needed based on critical district instructional initiatives, student learning data, and classroom observations; apply the process to gain the result—an understanding of what teachers already know and are able to do.

Joanna Michelson, University of Washington, Seattle, WA, jim32@uw.edu

Sheeba Jacob, University of Washington, Seattle, WA, sjacob3@uw.edu

Patty Maxfield, University of Washington, Seattle, WA, pamax@uw.edu; @pamaxfield

*Area of Focus: Data*

**B03** The Pathway to Teacher Leadership

Understand how to define clear teacher leader roles and responsibilities. Identify the attributes of an effective teacher leader in order to assess current practices. See what a long-term vision for teacher leadership looks like, and gain strategies for moving through the stages of change necessary to implement that vision. Learn how to think about the complexities of building a teacher leader program in your district.

Pamela Shetley, Prince George's County Public Schools, Oxon Hill, MD, pamela.shetley@pgcps.org

Sharon Hodges, Prince George's County Public Schools, Oxon Hill, MD, sharon.hodges@pgcps.org

*Area of Focus: Leadership*

**B04** Better Outcomes Through Better Decisions: Use a Decision-Making Framework

It can be challenging to use an ever-growing quantity of data effectively for making human capital decisions. Explore a set of free tools that helps districts support all the human capital managers in the system, from the central office to principal supervisors to principals. Discover tools that can be used to build strong and effective teacher teams, distribute content expertise across teams, consider individual teacher strengths and development needs, and plan professional learning opportunities. Identify ways that your district can better capture and report data to support tailored decision making.

Chris Lewis, Education Resource Strategies (ERS), Takoma Park, MD, clewis@erstrategies.org

*Area of Focus: Data*

**B05** Toe-Dipping to Cannonball: Building Sustainable Learning Networks

Launch successful technology implementations for professional learning by concentrating on a set of core learning conditions needed to encourage and sustain teacher engagement and growth. Spark ideas for digital and video-based blended professional learning by analyzing how two California districts re-envision professional learning and what strategies they use to realize those visions. Plot out and design your own implementation strategy and begin building both loose and structured learning sequences for your district.

Paul Teske, Teaching Channel, Seattle, WA, pteske@teachingchannel.org

Julie Severns, Fresno Unified School District, Fresno, CA, julie.severns@fresnounified.org

Janie De La Cerda, Fresno Unified School District, Fresno, CA, janiedelacerda@fresnounified.org

Erika Neilson Andrew, Teaching Channel, Oakland, CA, eandrew@teachingchannel.org

Jennifer Morris, Upland Unified School District, Upland, CA, jennifer_morris@upland.k12.ca.us

Ellen Lugo, Upland Unified School District, Upland, CA, ellen_lugo@upland.k12.ca.us

Julie Kawai, Upland Unified School District, Upland, CA, julie_kawai@upland.k12.ca.us

*Area of Focus: Implementation*

**B06** The Many Faces of the Flipped Classroom

There are many ways to flip a classroom. Learn how teachers from all disciplines and all levels can flip their classes. See how teachers are using flipped learning techniques to transform the face-to-face time they have with their students. Apply this approach to flip faculty meetings and other administrative tasks.

Aaron Sams, FlippedClass.com, Pittsburgh, PA, aaron@flippedclass.com

*Area of Focus: Learning Designs*

**B07** Inspiring Creativity and Innovation

Hear about new research that provides a compelling case for what leaders must do—and what they must avoid—to nurture creativity among students and teachers. Consider policies and practices in curriculum, assessment, and the evaluation of teachers and administrators that will create essential 21st century-skills. Leave with a multi-disciplinary approach to the subject of creativity, including the latest research and ideas from neuroscience, education, psychology, and philosophy.

Douglas Reeves, Creative Leadership Solutions, Boston, MA, catherine.shulkin@creativeleadership.net

*Area of Focus: Emerging Issues*
B08
The New Instructional Coaching Cycle: What We Have Learned About Effective Coaching
Gain an introduction to a new, simpler, coaching cycle built around four components of coaching. Learn about a variety of specific practices within those components, including asking effective questions for setting goals, using video to set goals and monitor progress, developing and using checklists to explain teaching practices, modeling teaching practices in different ways, and asking effective questions to refine practices and hit goals.
Jim Knight, University of Kansas, Lawrence, KS, jimknight@mac.com
Area of Focus: Leadership

B09
Sustaining School Literacy Initiatives Through Targeted Leadership Strategies
Explore how to build and sustain school and district capacity for high-quality literacy instruction through strong literacy leadership and professional learning communities. Share in tools, protocols, and lessons learned from a federally funded Investing in Innovation (i3) project that used intensive training, coaching, and other resources to raise early literacy outcomes across high-needs urban schools. Learn how to establish leadership structures critical to effective professional development initiatives.
Pat Federman, Children's Literacy Initiative, Philadelphia, PA, pfederman@cli.org
Jill Valunas, Children's Literacy Initiative, Philadelphia, PA, jvalunas@cli.org
Terry Salinger, American Institutes for Research, Washington, DC, tsalinger@air.org
Kimberly Elieber, School District of Philadelphia, Philadelphia, PA, kellerbee@philasd.org
Christie Whitzell, Camden City School District, Camden, NJ, cwhitzell@camden.k12.nj.us
Area of Focus: Implementation

B10
Developing Meaningful, Sustainable Career Pathways for Teacher Leaders
Learn about career pathway systems that recognize teachers for excellent performance in the classroom and give teachers opportunities to extend their reach and grow their careers as instructional leaders. Explore alternative ways to structure teacher talent within a school to leverage academic priorities and teacher skills, as well as maximize student outcomes. Ask questions of district practitioners currently implementing career pathways in large, urban districts and think about doing so in your own district.
Emily Silberstein, The New Teacher Project, Brooklyn, NY, emily.silberstein@ntrp.org
Gail McGee, Houston Independent School District, Houston, TX, gmcgee@houstonisd.org
Kate Brennan, Denver Public Schools, Denver, CO, kate_brennan@dpsk12.org
Area of Focus: Leadership

B11
Students Learning to Ask Better Questions
Dive deeply into a question formulation technique, a simple, evidence-based protocol. Learn to teach students how to produce their own questions, prioritize their questions, and strategize how to use them. Explore K-12 classroom examples and reflect on the value of helping all students learn to ask their own questions.
Dan Rothstein, The Right Question Institute, Cambridge, MA, dan@rightquestion.org
Luz Santana, The Right Question Institute, Cambridge, MA, luz@rightquestion.org
Area of Focus: Student Learning

B12
Social Justice: Let’s Get Real
Learn how to uncover in your school real social justice issues that directly affect students, families, and community. Discover effective leadership practices and tools that can empower teachers and administrators to influence conditions for student success and well-being by proactively addressing issues related to gender and sexual identity equity, student mental health, closing the economic gap, religious accommodation, and aboriginal student context. Challenge assumptions and refocus your school culture through a social justice lens.
Joanne Robinson, Ontario Principals’ Council, Toronto, ON, Canada, jrobinson@principals.on.ca
Laura Somerville, Ontario Principals’ Council, Toronto, ON, Canada, laurasomerville@rogers.com
Area of Focus: Equity

B13
CLASS: Creative Leadership Achieves Student Success
Explore how Oregon’s strategic investment is empowering educators to innovate in ways that are closing achievement gaps for students. Hear educators from participating Creative Leadership Achieves Student Success (CLASS) districts describe their shared decision-making process that ensures equity of voice among all levels of an organization, as well as how they are designing and implementing reforms in educator evaluation, professional learning, career pathways and compensation. Learn how to anchor distributive reforms in educator evaluation, professional learning, career pathways and compensation. Learn how to anchor distributive leadership in shared values and beliefs around teaching and learning.
Julie Smith, Chalkboard Project, Portland, OR, julie@chalkboardproject.org
Jennifer Gillet, David Douglas School District, Portland, OR, jennifer_gillet@ddouglas.k12.or.us
Andrea Shunk, David Douglas School District, Portland, OR, andrea_shunk@ddouglas.k12.or.us
Area of Focus: Leadership
B14 Visible Leading to Engage Students and Empower Teachers
Hear a principal's story, see the evidence, experience John Hattie’s mind frames, and commit to action. Learn how principals and teachers focus on student engagement; collect data on high-yield strategy use; then, provide formative feedback to build teacher capacity and increase student learning through job-embedded professional learning. Take away ideas and resources you can implement immediately to build visible leadership that affects learning. Hear how a school/university partnership based its principal academy on John Hattie’s research.
Jennifer Hindman, The College of William and Mary, Williamsburg, VA, jjhind@wm.edu
Rachel Ball, King William County Public Schools, King William, VA, rball@kwcps.k12.va.us
John Fahey, Hopewell City Public Schools, Hopewell, VA, jfahey@hopewell.k12.va.us
Jan Rozzell, The College of William and Mary, Williamsburg, VA, mjrozz@wm.edu

Area of Focus: Leadership

B15 Cultivating School Leadership
The role of the principal is second only to that of the classroom teacher in terms of creating highly effective schools. Review the characteristics of highly effective principals as identified by research supported by The Wallace Foundation. Examine assessments and other reflective tools used to guide principals in providing the most relevant experiences for the growth of their assistant principals. Consider how to customize administrative assignments to ensure that assistants address their strengths and areas of improvement. Leave with a process model that can be used by principals working with their assistant principals.
Mark Covington, Prince George’s County Public Schools, Lanham, MD, mark.covington@pgcps.org
Gina O’Hare, Charlotte-Mecklenburg Schools, Charlotte, NC, gina.ohare@cms.k12.nc.us
Jake Russell, Hillsborough County Schools, Tampa, FL, jake.russell@sdhc.k12.fl.us

Area of Focus: Leadership

B16 Aligning Resources to What Matters for Students
Consider the policies and practices that govern the manner in which Title II and other federal entitlement program resources for professional learning assist systems in reaching intended outcomes for students and teachers. Participate in collegial conversations about common areas of concern or interest regarding these resource allocations and impact. Commit to a theory of action to achieve greater results for students and educators.
Brian Dassler, Florida Department of Education, Tallahassee, FL, brian.dassler@fdoe.org
Debbie Cooke, Florida Association for Staff Development, Lake Worth, FL, wpgconsulting@comcast.net

Area of Focus: Resources

B17 Flipped Professional Development: Understand What Really Works
A true blended approach to flipped professional development involving face-to-face common planning time and online support communities is crucial. Review research that has proven how coaching, modeling, observation, feedback, and time for teachers to reflect on what they’ve learned are essential to learning a skill. See how flipped professional development allows teachers to go online on their own schedules, watch real footage of classroom teachers applying new practices with students, and then apply new practices in their own classrooms, thus taking learning into their own hands.
Alvin Crawford, Knowledge Delivery Systems, New York, NY, acrawford@kdsi.org

Area of Focus: Implementation

B18 Maximizing Impact of Professional Learning for Struggling Districts
Learn how 10 struggling districts participated in a comprehensive, hybrid model of professional learning to prepare for effective implementation of Universal Design for Learning. Discover ways to engage educators in on-going learning, including face to face, facilitated online, collaborative planning, and personalized onsite support. Understand how this model recognizes variability among districts and supports teams’ capacities to influence change in instructional practices. Consider how this approach can be implemented in your setting.
Rachel Currie-Rubin, CAST, Wakefield, MA, rcurrie-rubin@cast.org
Kristina Menissian, Revere Public Schools, Revere, MA, kmenissian@revere.mec.edu
Grace Meo, CAST, Wakefield, MA, gmeo@cast.org

Area of Focus: Learning Designs

B19 A Blueprint for Creative and Coherent Systemic Assessment
Build assessment literacy skills while exploring a high-achieving secondary district’s systemic shift from isolated to collaborative assessment design in all disciplines. Examine a blueprint for creating standards-aligned, cognitively complex, and innovative assessments to measure and support student growth and continuous district improvement. Apply exemplar design tools, templates, and job-embedded professional learning models to foster risk-taking and creativity within the structure of a blueprint in your professional setting.
Rita Fischer, Community High School District 128, Vernon Hills, IL, rita.fischer@d128.org
Ray Albin, Community High School District 128, Libertyville, IL, ray.albin@d128.org
Joseph O’Brien, Community High School District 128, Vernon Hills, IL, joseph.obrien@d128.org
Tara Nieves, Community High School District 128, Vernon Hills, IL, tara.nieves@d128.org
Paul Reiff, Community High School District 128, Libertyville, IL, paul.reiff@d128.org
Jennifer Loika, Community High School District 128, Libertyville, IL, jennifer.loika@d128.org

Area of Focus: Implementation
B20
Being Generationally Savvy: Leading Across the Generations
Understand generational differences in the workplace and the key attributes and qualities associated with the four generations working in our schools. Articulate possible challenges in the workplace that might occur among generations in the areas of recruitment, supervision, coaching, communication, collaboration, and succession planning. Leave with resources and tools to enhance communication with all generations.

Jennifer Abrams, Jennifer Abrams Consulting, Palo Alto, CA, jennifer@jenniferabrams.com
Luciana Cardarelli, Catholic Principals’ Council Ontario, Toronto, ON, luciana.cardarelli@gmail.com

Area of Focus: Leadership

B21
Transforming Instruction Through Collaboration, Peer Observation, and Reflective Practice
Learn how an increasingly diverse suburban elementary school embraced a culture of reflective practice and transformed instruction through collaboration and peer observation. Discover how lesson study, classroom visits among teams within the school, and hosting teams from around the county enhanced teacher efficacy and provided invaluable professional development opportunities. Apply the practice of lesson study and peer observation to improve instruction and teacher-directed continuous improvement in your school.

Dwayne Young, Fairfax County Pubic Schools, Centreville, VA, dayoung1@fcps.edu
Gretchen Polivka, Fairfax County Public Schools, Centreville, VA, glpolivka@fcps.edu
Amy Carey, Fairfax County Public Schools, Centreville, VA, abc Carey@fcps.edu
Kelly Baugh, Fairfax County Pubic Schools, Centreville, VA, khbaugh@fcps.edu

Area of Focus: Learning Communities

B22
Data Use’s Multiple Faces Supporting Effective Programs
Benefit from lessons learned and challenges faced in a collaborative data-driven effort to support implementation of and ongoing strategic decision-making about the Literacy Design Collaborative (LDC). Learn how to use multiple levels and sources of data to validate and strengthen professional development programs. Understand rigorous design for detecting program effects. Gain knowledge of a rigorously evaluated, promising professional development program.

Joan Herman, UCLA CRESST, Los Angeles, CA, herman@cse.ucla.edu
Rebecca Reumann-Moore, Research for Action, Philadelphia, PA, reumannmoore@researchforaction.org
Barbara Smith, Literacy Design Collaborative, New York, NY, barb@ldc.org

Area of Focus: Data

B23
Transforming Professional Learning Structures: A Statewide Approach
See how to build a professional learning system based upon the Standards for Professional Learning. Understand the power of working collaboratively with Common Core Standards and Next Generation Science Standards and explore ways to develop opportunities based on current realities. Consider how the Washington Transforming Professional Learning (WA-TPL) project is bringing cohesion between the two most pressing issues for educators today: professional development and educator problems of practice.

Ellen Hopkins, Mica, WA, learningforwardwahopkins@gmail.com
Daniel Bissonnette, Office of Superintendent of Public Instruction, Mica, WA, dan.bissonnette@k12.wa.us
Jessica Vavrus, Office of Superintendent of Public Instruction, Mica, WA, jessica.vavrus@k12.wa.us

Area of Focus: Learning Designs

B24
A Framework for Stopping Resistance Before it Starts
Learn how to examine new initiatives, strategies, curriculum, and more for polarities—conflicting sets of values that, over time, draw from each other. Understand how to “map” the values and fears of various stakeholders. Experience how using that information to plan professional development, determine action steps, and identify potential implementation imbalances can redirect the energy lost to resistance and debate into positive energy moving toward common goals.

Jane Kise, Differentiated Coaching Associates, Edina, MN, jane@janekise.com

Area of Focus: Leadership

B25
Productive Conflict Through the Eyes of 12 Angry Men
Use the classic film 12 Angry Men as a lens to explore how teams face and overcome similar challenges to collaborate and succeed in improving student learning. Gain insight into ways to improve team effectiveness and deepen collaboration. Articulate expected norms for powerful collaboration; develop an awareness of trust-building and trust-busting behaviors; finally, examine a team in action and then apply learning to your own experiences.

Kenneth Williams, Unfold The Soul, Sharpsburg, GA, unfoldthesoul@gmail.com

Area of Focus: Learning Communities

B26
Strengthening Our Core: Collaborating to Improve Formative Assessment
Discover how language arts and mathematics teachers in four, high-poverty districts engaged in sustained, collaborative, job-embedded professional learning to grow their skills in using formative assessments to address students’ learning needs and align instruction to Common Core Standards. Compare the strategies, activities, and supports that helped them improve practice, grow collegial trust, and enhance grade-level articulation. Learn the benefits of district/university partnerships for strengthening and expanding communities of practice.
Concurrent Sessions | Monday

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**B27**
**Beyond Compliance: Getting Professional Growth From Evaluations**
Do you want an evaluation system that goes beyond compliance and supports growth and development? Hear how educators in 12 districts used an AFT-developed, rigorous performance-based evaluation system designed to do just that. Share in lessons learned and gain free tools to help you replicate the successes. See that teachers in the 12 districts, rather than consider their evaluation system as a threat, strongly view their evaluation as contributing to greater student achievement and improved instruction.

- **Pat D’Alfonso**, West Warwick Public Schools, North Kingstown, RI, pdalfonso@westwarwickpublicschools.com
- **Keith Remillard**, West Warwick Public Schools, West Warwick, RI, kremillard@westwarwickpublicschools.com

*Area of Focus: Implementation*

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**B28**
**Project-Based Learning: From Vision to Action**
Discover the structures, tools, and techniques leaders need to successfully implement project-based learning at the classroom, school, and system levels. Practice protocols that support the development of powerful adult and student learning communities. Apply this work to your specific context using time-tested, easy-to-use resources for implementing project-based learning.

- **Michael Klein**, BrightBytes, New York, NY, michaelkfklein@gmail.com

*Area of Focus: Learning Communities*

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**B29**
**Partnership Provocations: Transforming Professional Identity and Pedagogical Practices**
Discover how a university and two neighboring school districts partnered to provoke shifts in pedagogical practice and professional identity. Learn how the power of provocation led to action, thus creating multiple entry points for teacher research and self-reflection. Consider how inquiry-based learning can be used as a powerful professional development tool.

- **Noralea Pilgrim**, Simon Fraser University, Burnaby, BC, Canada, noralea_pilgrim@sfu.ca
- **Gina Wong**, Vancouver School District, Vancouver, BC, Canada, gwong@vsb.bc.ca
- **Angela Meredith**, Board of Education Burnaby School District 41, Burnaby, BC, Canada, angela.meredith@sd41.bc.ca

*Area of Focus: Learning Designs*

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**B30**
**Decoding 21st-Century Learning for Parents**
Discover how to use a new digital resource created by P21 and National PTA to communicate with parents and community stakeholders about differences in 21st-century learning and citizenship. Engage parents and provide clear information on why 21st-century learning is important, what it looks like, where it is happening, and how parents can support students, in and out of the classroom, to prepare for college, careers, and citizenship.

- **Helen Soule**, Partnership for 21st Century Skills, Washington, DC, hsole@p21.org

*Area of Focus: Resources*

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**B31**
**Strengthening Learning Communities, One Team at a Time**
Learn to help the collaborative teams in your school understand their true purpose and realize their full potential for improving student achievement. Explore tools, protocols, templates, and resources that teams can use to evaluate their effectiveness so they can create goals for continuous improvement. Understand how intentional, differentiated support can help collaborative teams become high functioning and make an impact on student learning while it provides teachers with a job-embedded structure for continuous professional growth.

- **Kellie Randall**, Cherry Creek School District, Centennial, CO, krandall2@cherrycreekschools.org
- **Tanya Batzel**, Cherry Creek School District, Centennial, CO, tbatzel@cherrycreekschools.org

*Area of Focus: Learning Communities*

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**B32**
**WIDA’s Collaborative Process: Developing Professional Learning Visions**
Investigate how the WIDA consortium and state education agencies across the country are developing professional learning visions that expand educator practice while advancing English language learners’ academic achievement and linguistic development. Discover tools that assist with identification of areas of need, goals, measures of success, and action steps that support implementation of the vision. Adapt this scalable process to school, district, or state context.

- **Justine Kolb**, WIDA, University of Wisconsin-Madison, Madison, WI, justine.kolb@wisc.edu
- **Leslie Grimm**, WIDA, University of Wisconsin-Madison, Madison, WI, leslie.grimm@wisc.edu
- **Ilhye Yoon**, Maryland State Department of Education, Baltimore, MD, iyoon@msde.state.md.us

*Area of Focus: Leadership*

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B33
Ensuring Success for Every Student
Learn about a school district’s journey in identifying students who require additional support and how a tutoring program ultimately led to the development of targeted academic supports in various subject areas. Reflect on leadership requirements to support an “all-systems-go” framework that supports all students. Explore various challenges for Response to Intervention programs and share best practices that can be applied in your own district. Reflect on how data can be used to drive appropriate interventions.
Rowena Mak, Adlai E. Stevenson High School District 125, Lincolnshire, IL, rmak@d125.org
Steve Wood, Adlai E. Stevenson High School District 125, Lincolnshire, IL, swood@d125.org
Darshan Jain, Adlai E. Stevenson High School District 125, Lincolnshire, IL, djain@d125.org
Doug Lillydahl, Adlai E. Stevenson High School District 125, Lincolnshire, IL, dlillydahl@d125.org
Justin Fisk, Adlai E. Stevenson High School District 125, Lincolnshire, IL, jfisk@d125.org
Area of Focus: Data

B36
Supporting Teachers: A Grassroots Revolution
Learn how education stakeholders—teacher preparation institutions, teacher and principal associations, and parents—formed an alliance in New Jersey to create a continuum of teacher learning and support incorporating teacher preparation, mentoring and induction, professional learning, and teacher leadership. See how to broaden the focus of educator effectiveness to incorporate continuous teacher learning. Learn how the coalition's report and recommendations have resulted in extensive, ongoing discussions with state policymakers and legislative action.
Martha DeBlieu, New Jersey Education Association, Trenton, NJ, mdeblieu@njea.org
Eileen Spedding, New Jersey Association of Colleges of Teacher Education, Pennington, NJ, eileen@speddingverizon.net
Joelle Tutela, Rutgers University-Newark, Newark, NJ, jtutela@ rutgers.edu
Sharon Sherman, Rider University, Lawrenceville, NJ, ssherman@ rider.edu
Marie Blistan, New Jersey Education Association, Trenton, NJ, mblistan@njea.org
Patricia Wright, New Jersey Principals and Supervisors Association, Monroe Township, NJ, pwright@njpsa.org
Area of Focus: Emerging Issues

B34
School Improvement: Balancing Culture and Instruction
Explore ways to strengthen culture and instruction as essential components for school turnaround. Gain strategies to assess and strengthen school culture as the major driver for school improvement while examining the stages of team development, analysis of individual leadership styles, and protocols for successful group dynamics. Leave with tools for assessing the four major sources of data—demographic, perception, achievement, and program—as key components in designing a comprehensive schoolwide monitoring system.
Donna Snyder, Arlington Public Schools, Arlington, VA, donnasnyder@apsva.us
Maria DeOlazo, Arlington Public Schools, Arlington, VA, maria.deolazo@apsva.us
Area of Focus: Leadership

B35
Is Your Effort Worth It? Evaluating Program Impact
Learn how a suburban school district created a process to evaluate school and districtwide efforts—programs, strategies, and practices—for their impact on students. See several examples of an evaluation, the resulting action plan, and the decisions made post-evaluation. Apply evaluation actions to an action plan for improved student growth.
Kelley Karnick, Batavia District 101, Batavia, IL, kelley.karnick@bps101.net
Brad Newkirk, Batavia District 101, Batavia, IL, brad.newkirk@bps101.net
Michelle Erickson, Batavia District 101, Batavia, IL, michelle.erickson@bps101.net
Lisa Palese, Batavia District 101, Batavia, IL, lisa.palese@bps101.net
Angie Sutherland, Batavia District 101, Batavia, IL, angela.sutherland@bps101.net
Area of Focus: Data

B37
Professional Learning in High-Performing Countries
Using results from OECD’s Programme for International Student Assessment (PISA), learn how U.S. students compare with their international peers and discover how educators are trained, supported, and developed in selected countries identified as high performing. Compare professional learning practices, especially school-based ones in the U.S., and discuss professional learning in selected high-performing countries compared with Learning Forward's Standards for Professional Learning. Consider how teacher leaders can apply these international models in the U.S.
Deborah Boyd, Lipscomb University, Nashville, TN, deborah.boyd@lipscomb.edu
Area of Focus: Leadership

B38
Making Social Emotional Learning Come Alive in Your School
Build common language and understanding of social emotional learning (SEL) and the teachable-learnable competencies that are the foundation for adult and student skill building. Deepen your understanding of SEL as a catalyst for pedagogy that strengthens student connection to school and improves academic achievement. Engage in practical strategies for intentionally integrating SEL into classrooms and schoolwide daily practices. Explore professional development strategies that support integrating SEL strategies into academic instruction.
Ann McKay Bryson, CASEL, Anchorage, AK, annmckaybryson@gmail.com
Mary Hurley, Oakland Unified School District, Oakland, CA, mary.hurley@ousd.k12.ca.us
Deidre Farmbry, CASEL, Chicago, IL, dfarmbry@comcast.net
Area of Focus: Student Learning

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B39
Conversations: The Heart and Work in Schools
Take an investigative coaching journey illustrating practical steps to build feedback and conversational proficiency skills among secondary school leaders focused on school improvement. Consider the use of time-tested, user-friendly templates, tools, and references for implementing and evaluating this systematic, reflective, and collaborative skill-building process. Apply examples to your particular setting and take away frameworks and practical tools to help guide your practice and improve leader effectiveness.

Mike Sherry, Paradigm Partners, Woodend, VIC, Australia, mikes@paradigmpartners.com.au

Area of Focus: Leadership

B40
Teachers as Leaders: Creating Responsive, Sustained Professional Learning
Discover how to meet the professional learning needs of your staff while building capacity for teacher leadership. Learn how one district took advantage of collaborative structures already in place to develop sustained professional learning opportunities directly aligned to district goals and applicable to daily practice. Analyze your readiness for implementation and leave with an action plan for fostering a culture of continuous improvement.

Lori Abbott, Township High School (HS) Dist. 214, Arlington Heights, IL, lori.abbott@d214.org

Steven Kellner, Township High School District 214, Arlington Heights, IL, steven.kellner@d214.org

Linda Ashida, Township High School District 214, Arlington Heights, IL, linda.ashida@d214.org

Area of Focus: Learning Communities

B41
Turning Schools Around With Evidence-Based Instructional Strategies
Explore how teachers and coaches can improve instruction by focusing on the implementation of evidence-based strategies in response to needs identified in student data. Develop methods to monitor the implementation and effectiveness of evidence-based instructional strategies. Hear about practices that increased professional collaboration, led to changes in instruction, and resulted in improvements in student achievement across a district.

Carrie Miller, St. Vrain Valley School District, Longmont, CO, cjmiller923@gmail.com

Allison Miller, Education Direction, Salt Lake City, UT, amiller@eddirection.com

Dave Doty, Education Direction, Salt Lake City, UT, ddoty@eddirection.com

Area of Focus: Data

B42
Know Thy Impact: Why Feedback Matters
Learn why John Hattie’s meta-analysis research reveals that feedback is a powerful influence on developing assessment-capable learners. Discover four types of feedback and why it is essential to match each type of feedback to the diverse skill levels of learners in order to close the critical learning gap between the current status of learning and a more desirable level of achievement. Explore five ways to ensure feedback produces success.

Gayle Gregory, Gayle Gregory Consulting, Burlington, ON, Canada, gaylegregory@netscape.net

Pam Robbins, Staunton, VA, probbins@shentel.net

Area of Focus: Student Learning

B43
Flight Plan for Engaging Adult Learners
Come fly with us and explore how we moved the culture of our district’s professional learning sessions from coach to first class by focusing on the needs of adult learners. Experience a full cabin of highly engaging, brain-friendly, and even fun strategies. Change your own flight plan so teachers leave your session with a carry-on bag full of processes to create a positive impact on student learning.

Trish Hinze, Northside Independent School District (ISD), San Antonio, TX, trish.hinze@nisd.net

Ardyce Welch, Northside ISD, San Antonio, TX, ardyce.welch@nisd.net

Arden Mclean, Northside ISD, San Antonio, TX, arden.mclean@nisd.net

Katie Bazzani, Northside ISD, San Antonio, TX, katie.bazzani@nisd.net

Area of Focus: Learning Designs

B44
Combining Best Practice With Next Practice
Learn how a pilot group of 1:1 teachers are driving their professional learning by working together to combine best practice and next practice through collective inquiry, video analysis, and purposeful peer feedback. Discover how to leverage emerging technologies to support the cycle of inquiry and document lessons learned. See how to foster peer-to-peer support for learning and maintain a consistent focus on shared goals within and across a learning community.

Josh McLaughlin, Arlington Public Schools, Arlington, VA, joshua.mclaughlin@apsva.us

Molly Toussant, Arlington Public Schools, Arlington, VA, molly.toussant@apsva.us

Area of Focus: Learning Communities

B45
School-based Teacher Leadership With Micro Credentialing
Investigate an initiative for building and sustaining teacher leadership in urban schools using strategies that support teachers in developing critical competencies based on the Teacher Leader Model Standards (http://www.teacherleaderstandards.org). Become acquainted with a teacher leader competency rubric, mentoring approach, and accompanying system that uses micro-credentialing. Consider ways to assess and recognize teacher leaders’ accomplishments, retain talent, and promote transparency that is instrumental to school planning for distributed leadership. Articulate the critical roles and competencies effective school-based teacher leaders demonstrate and the associated benefits for their schools and districts.

Naomi Cooperman, Teaching Matters, New York, NY, ncooperman@teachingmatters.org

Jen Gleason, Teaching Matters, New York, NY, jgleason@teachingmatters.org

John Pilios, New York City Department of Education, New York, NY, jpilios@schools.nyc.gov

John Wilson, Teaching Matters, New York, NY, jwilson@teachingmatters.org

Area of Focus: Leadership

B46
Dedicated Exhibit Hall Time: Resources for Success
Time has been reserved in this session to visit the Exhibit Hall. Engage in one-on-one conversations with exhibitors and vendors. Learn about the latest tools and resources that can be used to support professional learning at the school or district level.

Area of Focus: Resources
Monday Keynote Q&A With Rehema Ellis and Irvin Scott
Monday, December 7, 2015 from 2:15 p.m. - 3:15 p.m.

Keynote speakers Rehema Ellis and Irvin Scott will answer your questions in this special session after their keynote address on Monday.

Rehema Ellis, New York, NY, debbie@allamericanentertainment.com
Irvin Scott, Bill & Melinda Gates Foundation, Washington, DC, anna.sohriako@gatesfoundation.org

Area of Focus: Emerging Issues

Thought Leader Panel: Teachers Driving Professional Learning
Monday, December 7, 2015 from 2:15 p.m. - 3:15 p.m.

While we have learned a great deal about what makes professional development effective over the last two decades, a large majority of teachers remain unsatisfied with their experiences. Gain insights into how the two largest teacher organizations, NEA and AFT, define the future of professional development and what their organizations and members might do to advance it. Anticipate a lively discussion of the challenges and successes educators experience when trying to improve professional development and the role it must play in improving education outcomes.

Randi Weingarten, American Federation of Teachers, Washington, DC, tkelly@nea.org
Randi Weingarten is president of the 1.6 million-member American Federation of Teachers (AFT), AFL-CIO, which represents teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; local, state and federal government employees; and early childhood educators. Prior to her election as AFT president in 2008, Weingarten served for 12 years as president of the United Federation of Teachers, AFT Local 2, representing approximately 200,000 educators in the New York City public school system. In 2013, The New York Observer named Weingarten one of the most influential New Yorkers of the past 25 years. Washington Life magazine included Weingarten on its 2013 Power 100 list of influential leaders.

Lily Eskelsen Garcia, National Education Association, Washington, DC, tkelly@nea.org
Lily Eskelsen Garcia is president of the National Education Association (NEA), the nation's largest labor union. Eskelsen began her career in education as a school lunch lady and now leads a professional association of 3,000,000 educators. She is the first Latina to lead the NEA and one of the country’s most influential Hispanic educators.

Before assuming the top post, Eskelsen served two terms as NEA vice president and secretary-treasurer. Her new role is an extension of her teaching days in Utah. Eskelsen was named Utah Teacher of the Year in 1989 after nine years in the classroom. Eskelsen has keynoted at hundreds of education events across the country, earning her recognition by Education World in their “Best Conference Speakers” edition. She also blogs at “Lily’s Blackboard,” bringing a teacher’s voice to topical education issues.

Area of Focus: Emerging Issues

Thought Leader Panel: Teacher Voice: A Necessary Ingredient for Change
Monday, December 7, 2015 from 3:15 p.m. - 4:15 p.m.

Hear from a panel of education leaders who are part of an emerging movement of teachers making their voices heard in new ways on policy issues and practice. See how the Bill & Melinda Gates Foundation is facilitating this process through social exchanges where teachers can connect with one another using online platforms and in face-to-face events, such as ECET2 or through PD Redesign Networks. Identify the elements needed to create the leadership, trust, growth, and collaboration necessary for teachers to transform classrooms and schools.

Lynn Olson, Bill & Melinda Gates Foundation, Seattle, WA, lynn.olson@gatesfoundation.org
Lynn Olson, advisor to the director, College Ready at the Bill & Melinda Gates Foundation, is responsible for strategic relationship management with cross-cutting College Ready partners, including the two national teachers unions, and provides strategic communications support to the director. Before joining the foundation in 2008, Olson was a writer and editor at Education Week, where she served as the executive project editor for both Quality Counts, an annual report card on public education in the 50 states, and Diplomas Count, an annual report on high school graduation rates and policies. From 1980 until 1984, Olson worked as a staff writer and editor for the Children’s Defense Fund, a national child advocacy group, where she also specialized in child welfare and mental health policies.

Irvin Scott, Bill & Melinda Gates Foundation, Washington, DC, anna.sohriako@gatesfoundation.org
Irvin Scott works with the College Ready team at the Bill & Melinda Gates Foundation to scale and spread high-quality implementation of the Common Core State Standards while creating more effective feedback and support systems for teachers. This work builds on existing efforts in the foundation’s Intensive Partnership, Accelerated Partnership, and Innovation Professional Development sites, as well as on work that the College Ready team has been doing to help teachers teach to the Common Core through initiatives such as the Literacy Design Collaborative and Math Design Collaborative. Scott is also deeply engaged in scaling the Elevating and Celebrating Effective Teaching and Teachers experience, which will be under the umbrella of the Teacher 2 Teacher strategy.

Area of Focus: Leadership

Register by October 1 for 3-, 4-, or 5-day conference attendance.
C01  
**Learning Forward’s Affiliate Leaders**  
Join other affiliate leaders and interact with Learning Forward’s Board of Trustees and senior staff members. Gather new information, review Learning Forward’s progress on its strategic plan, and review progress on your affiliate’s strategic plan. Grow your knowledge as you network with your fellow affiliate leaders. This session will meet 2:15 pm - 5:15 pm  
Dale Hair, Learning Forward, Kennesaw, GA, dale.hair@learningforward.org  
*Area of Focus: Leadership*

C02  
**Embedding Professional Learning in Schools: A Toolkit**  
Explore tools and protocols to help you implement an improvement framework that places teacher professional learning at the center of school reform efforts. Examine tools developed in conjunction with the research report, *Integrating Quality Professional Learning Into the Daily Lives of Teachers: Insights from High-Performing Systems.* Use these tools to focus the work of your professional learning communities, strengthen mentoring and beginning teacher initiatives, establish an effective leadership development program, and ensure time for professional learning is embedded in every educator’s work day.  
Ben Jensen, Learning First, Melbourne, VIC, Australia, ben.jensen@learningfirst.org.au  
Joellen Killion, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org  
*Area of Focus: Implementation*

C03  
**Implementing Inter-Rater Reliability in a Learning System**  
See how to engage in a process that ensures equitable evaluation of teacher effectiveness through an inter-rater reliability system. Understand how developing a common rubric vocabulary and maximizing external resources including the utilization of a calibration and certification engine (CCE) results in districtwide rater agreement. Examine how principals, by engaging as instructional leaders in purposeful professional learning and collaboration, assist teachers in improving classroom instruction to result in greater student growth.  
Todd Cummings, Fort Wayne Community Schools, Fort Wayne, IN, tc.todd.cummings@fwcs.k12.in.us  
Laura Cain, Fort Wayne Community Schools, Fort Wayne, IN, laura.cain@fwcs.k12.in.us  
Kay Psenick, Learning Forward, Cypress, TX, kay.psenick@learningforward.org  
K.C. MacQueen, Empirical Education, Palo Alto, CA, kmacqueen@empiricaleducation.com  
*Area of Focus: Emerging Issues*

C04  
**Tools and Strategies for Conquering the Common Core State Standards**  
Educators know that today’s college- and career-ready standards and new forms of assessments require that all students develop a set of literacy and critical-thinking skills. Explore the most important literacy skills students will need; learn about powerful and practical classroom-ready tools that develop these skills. See how to use a tools-based approach to professional learning and turn any school into a high-functioning professional learning community.  
Harvey Silver, Silver Strong & Associates, Ho-Ho-Kus, NJ, hsilver@thoughtfulclassroom.com  
Tom Dewing, Silver Strong & Associates, Franklin Lakes, NJ, rthomasdewing@gmail.com  
*Area of Focus: Student Learning*

C05  
**Making the Invisible Visible: Learning Through Video Analysis**  
Explore ATLAS, an online case library of National Board Certified Teachers’ videos combined with their written analysis of the instruction and student work. Develop a plan for using video resources as a basis for collaborative professional learning in your school and networks. Explore the lessons learned from using both the videos and teacher reflections in ATLAS to make unobservable parts of classroom practice visible.  
Andrea Hajek, National Board for Professional Teaching Standards, Arlington, VA, a.hajek@nbpts.org  
Kristin Hamilton, National Board for Professional Teaching Standards, Arlington, VA, khamilton@nbpts.org  
*Area of Focus: Learning Communities*

C06  
**Technology: Think Big**  
Learn how to develop an ongoing learning program that supports teacher technology and curriculum integration at a system and campus level. See how content and technology instructional specialists can collaborate with campus leaders and teachers through ongoing professional learning that increases technology knowledge and use. Gain practical strategies on how to create a similar model in your campus or school system. Leave with a clear picture of digital learning in action.  
Leslie Ceballos, Allen Independent School District, Allen, TX, leslie_ceballos@allenisd.org  
*Area of Focus: Implementation*

C07  
**Factors that Promote Learning: Professional Development for Differentiation**  
See how to bridge research to practice by understanding and modeling co-teaching and collaboration strategies that teachers can use to plan and differentiate instruction that meets student needs in increasingly diverse classrooms. Examine key factors related to how learning takes place and how language is acquired. Gain specific strategies relevant to implementing differentiated instruction in Tier 1 (Core) classroom settings.  
Janna Heiligenstein, Fitchburg State University, Fitchburg, MA, heiligensteinj@yahoo.com  
Nicky Conners, Fairfax County Public Schools, Fairfax, VA, naconners@fcps.edu  
Josh Douds, Fairfax County Public Schools, Clifton, VA, jtdouds@fcps.edu  
*Area of Focus: Student Learning*
Concurrent Sessions | Monday
Set C | Monday | December 7, 2015 | 2:15 p.m. – 4:15 p.m.

C08 🎯 Writing for Publication
Share your challenges, perspectives, and successes through writing, and gain valuable skills to advocate for education and promote professional growth. Explore the five key questions to ask when preparing to tell your story and collect tips on how to identify potential topics and find your voice for publication. Get an overview of Learning Forward’s guidelines for accepting manuscripts, as well as strategies for shaping your voice for a wide range of new media outlets.
Tom Manning, Learning Forward, Dallas, TX, tom.manning@learningforward.org
Tracy Crow, Learning Forward, Columbus, OH, tracy.crow@learningforward.org
Area of Focus: Leadership

C09 🤔 “Move It, Move It”...With Formative Assessment
Learn how to “move it, move it” with formative assessments to know where students are in their learning and determine next steps in instruction. Experience how formative assessment blends engagement, collaboration, and ownership for learning. Leave with simple, time-efficient formative assessment tools that ensure student success.
Sandy Snow, Snow, Vance and Associates, Colleyville, TX, sandy@snowvance.com
Rob Thornell, Northwest Independent School District, Justin, TX, rthornell@nisdtx.org
Area of Focus: Data

C10 💼 Building a Leadership Learning Community: Central Office Partners
In a learning system, every educator from the campus to central office is intently focused on and shares responsibility for student and adult learning. Learn how to lead and transform the relationship between campus- and district-level leaders to enhance performance through collaboration. Understand the changing roles of central office to support campuses. Leave with tools to formulate and improve the partnership between campus- and district-level professionals.
Kim Tunnell, Mineola Independent School District, Mineola, TX, tunnellk@mineolaisd.net
Cathy Lassiter, Creative Leadership Solutions, Chesapeake, VA, cathylassiter@gmail.com
Area of Focus: Learning Communities

C11 📈 Impacting Professional Effectiveness By Developing Professional Capital
Learn how to plan for positive transformation within a system by facilitating focused learning conversations that inspire individuals toward signature performance. Explore collaboration models that have amplified and accelerated educators’ professional growth resulting in student success. See how developing social capital within a system increases professional capital and expands sustainable leadership. Create a collaborative framework that will increase your capacity to influence professional effectiveness.
Pamela Yoder, Jefferson County Public Schools, Golden, CO, pyoder@jeffco.k12.co.us
Roberta Reed, Cherry Creek School District, Golden, CO, reed4@cherrycreekschools.org
Area of Focus: Leadership

C12 🎨 The Art of Coaching
Gain an introduction to transformational coaching, a model that can be applied to instructional, content, or leadership coaching. Observe a transformational coaching conversation, explore key tools and resources, and practice elements of the craft. Discover how to explore an educator’s beliefs and create equitable schools. Surface personal strengths, access resources for inspiration, and gain confidence as a coach.
Elena Aguilar, Oakland, CA, elenaaguilar@yahoo.com
Area of Focus: Leadership

C13 🎨 Educator Evaluation: Using Data for Effective Implementation
Hear about the key findings from a recently released Institute of Education Sciences study of teacher evaluation implementation in New Hampshire. Clarify or define the purpose and goals of an educator evaluation system and consider how a new evaluation system can move beyond compliance to address critical professional learning goals. Examine strategies for addressing the factors that may affect implementation.
Karen Shakman, Education Development Center, Waltham, MA, kshakman@edc.org
Natalie Lacireno-Paquet, Learning Innovations at WestEd, Woburn, MA, nlacire@wested.org
Karen Soule, New Hampshire Department of Education, Concord, NH, karen.soule@doe.nh.gov
Area of Focus: Implementation

Conference Icons
Special symbols provide additional information for conference attendees. These sessions are marked with icons. Most sessions are appropriate for all attendees.

- 🟢 BASIC for participants with limited background in the content.
- 🔵 ADVANCED for attendees who have knowledge of the session content.
- 📊 Sessions that have content and skills for educators serving TITLE 1 populations are designated this way.
- 🌍 Gain a global perspective in sessions marked with this icon.
- 🔍 Explore PD REDESIGN in sessions marked with this icon.
- 📈 Common Core State Standards will be found in these sessions.
- ☛ Sessions appropriate for SUPERINTENDENTS are flagged with this icon.
- 🏦 Gain a global perspective in sessions marked with this icon.
- 🍼 Wallace Foundation sessions are provided with the support of our conference sponsor and partner.
C14
Bolstering Students’ Creativity in K–12 Classrooms
Build an understanding of the critical importance of bolstering students’ creativity. Learn strategies for nurturing creativity from the arts, sciences, humanities, and education fields. Create planning tasks to identify where creativity intersects with school improvement and student learning outcomes. Formulate strategies to assess where creativity can, and already does, exist within current school contexts.
Aleta Margolis, Center for Inspired Teaching, Washington, DC, aleta@inspiredteaching.org
Jennifer Cooper, Wolf Trap Education, Vienna, VA, jenniferc@wolftrap.org
Tricia Edwards, Smithsonian’s Lemelson Center for the Study of Invention and Innovation, Washington, DC, edwardsst@si.edu
Area of Focus: Student Learning

C15
Building and Sustaining Professional Development Through Teacher Leadership
Learn how a high-achieving elementary school aligned multiple new initiatives, including alignment with college- and career-ready standards, to build a culture of ongoing professional learning. Analyze the structure for nurturing teacher leaders to build achievement teams that focus on learning with a conceptual lens to improve student achievement. Discover the tools and strategies to share the learning and propel growth for teachers and students.
Tammy Bosley, Harford County Public Schools, Forest Hill, MD, tammyb.bosley@hcpss.org
Erika Anderson, Harford County Public Schools, Forest Hill, MD, erika.anderson@hcpss.org
Anjanette Cook, Harford County Public Schools, Forest Hill, MD, anjanette.cook@hcpss.org
Katie Scharpf, Harford County Public Schools, Forest Hill, MD, katie.scharpf@hcpss.org
Area of Focus: Learning Designs

C16
Use of Student Work in Professional Learning Communities: A Catalyst for Change
Focus on the use of student work as a catalyst for instructional change. Demystify the use of student work as a formative data source in professional learning community (PLC) sessions by sharing a protocol and cases studies of schools using this process. Leave with practical tools to support uses of student work as embedded professional learning in PLC meetings.
Holly Martinez, Everett School District, Everett, WA, hmartinez@everettsd.org
Area of Focus: Learning Communities

C17
‘Super Vision’ For Learning
Learn to shift the focus of your awareness from teaching to learning. See how to use curious questions, learner-focused dialogue, and effective feedback in peer coaching. Reflect, practice, and apply the strategies to learn to focus your thinking on how to create the culture that best supports student success and staff collegiality. Leave with a plan of action for positive change.
Woody Bradford, BC Principals’ and Vice-Principals’ Association, Vancouver, BC, Canada, woody@bcpvpa.bc.ca
Jessica Antosz, BC Principals’ and Vice-Principals’ Association, Vancouver, BC, Canada, jessica@bcpvpa.bc.ca
Area of Focus: Leadership

C18
Leading Academic Success in Unexpected Schools
Learn about the core beliefs and strategies shared by the leaders of high-performing schools where most of the children are children of color or children in poverty. Get a whirlwind tour of “It’s Being Done” schools and hear insights from their highly effective leaders. Explore the practical ways leaders can build opportunities for professional development through the use of time and other resources. Understand how this approach to professional development is part of a larger system that focuses all elements of a school’s operation on supporting instruction.
Karin Chenoweth, Education Trust, Washington, DC, kchenoweth@edtrust.org
Area of Focus: Leadership

C19
Engaging Stakeholders to Build Effective Professional Learning Systems
Gain a state educational agency’s perspective on proactively engaging stakeholders to design a transformational professional learning system that enhances educator practice and, in turn, improves student growth and development. Learn about processes and strategies that bring varied perspectives to the table to create buy-in and ensure long-term success. Incorporate processes and strategies to develop an action plan for a comprehensive, sustainable professional learning system within your school, district, or state.
Kimberly Audet, Connecticut State Department of Education, Hartford, CT, kimberly.audet@ct.gov
Shannon Marimon, Connecticut State Department of Education, Hartford, CT, shannon.marimon@ct.gov
Sarah Barzee, Connecticut State Department of Education, Hartford, CT, sarah.barzee@ct.gov
Area of Focus: Implementation

C20
Teachers Leading: The Skills Required to Make Change in Today’s Schools
Consider new ways teachers can build their capacity as leaders and the supports and structures needed. Acquire new skills to grow your own teacher leadership and to nurture the teacher leadership of others. Leave with an action plan for change that addresses a problem of practice in your school or district.
Katherine Bassett, National Network of State Teachers of the Year, Arlington, VA, katherine@nnstoy.org
Joshua Parker, National Network of State Teachers of the Year, Owings Mills, MD, jparker5@bcps.org
Peggy Stewart, Glenwood, NJ, pstewart73@gmail.com; @myglobalside
Area of Focus: Leadership
Concurrent Sessions | Monday

Set C | Monday | December 7, 2015 | 2:15 p.m. – 4:15 p.m.

C21 📊 Leveraging Data to Inform Professional Development for Administrators

Learn how a large urban school district utilizes multiple data streams to make informed decisions about the professional development offered to school leaders. See how to use actual data points by using The Framework for Teaching, VAL ED, and other data sources as examples both for individualized, job-embedded purposes, as well as for systemic planning and professional development purposes.

Douglas Anthony, Prince George's County Public Schools, Oxon Hill, MD, doug.anthony@pgcps.org

Michael Brooks, Prince George's County Public Schools, Oxon Hill, MD, michael2brooks@pgcps.org

Area of Focus: Data

C22 📈 Turning Around High-Poverty Middle Grades Schools

Hear about the transformation of 18 low-performing middle grades schools across three states involved in one of the first Investing in Innovation (i3) U.S. Department of Education development grants. Learn about strategies to set the vision; develop direction; provide coaching and professional development support to change teaching and learning; employ tactics to address barriers and obstacles; and see suggestions for building capacity for sustaining improvement and continuous improvement. Consider how the criteria and vision for a high-performing middle grades education can be used in your setting.

Deborah Kasak, National Forum to Accelerate Middle-Grades Reform, Champaign, IL, dtkasak@gmail.com

Vicki Mogil, Association of Illinois Middle Grades Schools, Chicago, IL, vhmogil@rcn.com

Area of Focus: Implementation

C23 📚 Closing the Knowing-Doing Gap: A Model for Change

Educators rarely walk away from traditional professional development sessions with the skills and confidence they need to integrate new ideas into their practice. Learn how a small urban school division invests their time and attention to close the knowing-doing gap through instructional coaching and professional learning communities. Leave with protocols designed to enhance communication and collaboration of teams, as well as build a foundation of trust.

Paula Culver-Dickinson, Charlottesville City Schools, Charlottesville, VA, culverp1@charlottesvilleschools.org

Carly Nicholson, Charlottesville City Schools, Charlottesville, VA, carly.nicholson@charlottesvilleschools.org

Carolyn Swift, Charlottesville City Schools, Charlottesville, VA, carolyn.swift@charlottesvilleschools.org

Area of Focus: Implementation

C24 📚 Promote Student Reading Achievement With Literacy Technology Devices

Learn how a public K-12 school changed its traditional approach to student literacy by providing all students with literacy technology devices. Discover how the culture and achievement of a school can be positively transformed when students read electronically.

Receive practical experience with the devices and acquire important knowledge about electronic reading. Take home an implementation plan for how to successfully utilize literacy technology devices in your school.

Rudy Collum, Florida Atlantic University Lab School District, Boca Raton, FL, rcollum@fau.edu

Brittany Steele, Florida Atlantic University Lab School District, Boca Raton, FL, bsteele@fau.edu

Tammy Ferguson, Florida Atlantic University Lab School District, Boca Raton, FL, tferguson10@fau.edu

Area of Focus: Implementation

C25 📈 Transforming the Mindset From Supervision to Capacity Building

How can districts create an organizational culture that provides principals with the skills and mindset to improve teacher capacity and student success? Explore strategies that senior district leaders can use to transform district culture from one of principal supervision to one of principal capacity building. Gain an understanding of effective practices and models to build a learning-oriented culture.

Donna Micheaux, Pittsburgh Public Schools, Pittsburgh, PA, dmicheaux1@pghboe.net

Jennifer Parvin, Parvin & Associates Educational Consulting and Leadership Development, Dallas, TX, jparvin2@gmail.com

Area of Focus: Leadership

C26 📚 Transformative Teacher Induction: Elevating Performance Through Cultural Proficiency

Examine a top-ranking school system's teacher induction program that uses cultural proficiency as a process for participants to explore and develop their capacities to meet the needs of all learners. Discover how an inside-out focus on high expectations, cultural competence, and equity deepens understanding of these concepts as essential to meeting performance expectations and cultivating inclusive environments. Integrate knowledge with awareness-raising experiences designed to foster more effective cross-cultural interactions.

Charlene Allen, Howard County Public School System, Ellicott City, MD, charlene_allen@hcpss.org

Razia Kosi, Howard County Public School System, Ellicott City, MD, razia_kosi@hcpss.org

Area of Focus: Equity

C27 📈 Scaling Standards-Based Grading at the High School

Recognize the need to transform traditional grading practices despite the fact that moving from a lottery of grading policies to systemic change in secondary schools is challenging. Discover how district administrators leveraged a grassroots standards-based grading movement into a multiyear systematic shift at a high school. Understand the most pressing concerns of teachers, parents and students throughout the process.

Matt Townsley, Solon Community Schools, Solon, IA, mtownsley@solon.k12.ia.us

Nathan Wear, Solon Community Schools, Solon, IA, nwear@solon.k12.ia.us

Area of Focus: Implementation
C28
Teacher Leaders: National Landscape and Promising Practices
Share innovative strategies for developing teacher leaders that involve deep practice, rigorous feedback, and reflection with elements that are job-embedded and applicable to a plethora of school contexts. Experience the use of video to support practice and provide rigorous feedback to improve leadership. Apply the design principles of program focused on developing teacher leadership, such as teacher leader role design and strategies for providing detailed feedback on leadership practice, as you think about your own district or school.
Delvin Burton, New Leaders, New York, NY, dburton@newleaders.org
Marianna Valdez, New Leaders, Durango, CO, mvaldez@newleaders.org
Gina Ikemoto, New Leaders, Newburyport, MA, gikemoto@newleaders.org
Area of Focus: Emerging Issues

C29
Attention to Intention
Learn how a regional collaborative of districts intentionally focused the attention of general educators, administrators, district consultants, and special educators to deepen knowledge of research and teaching practices to engage diverse learners. Discover how applying the performance cycle, coupled with specific teaching practices, provides alternative pathways to learning. Develop confidence and effectiveness as growth agents.
Jane Golding, J E Golding Consulting LLC, St. Petersburg, FL, janeegolding@gmail.com
Julie Olsen, Maine School Administrative District #51, Cumberland Center, ME, jolsen@msad51.org
Jodi McGuire, Yarmouth School Department, Yarmouth, ME, jodi_mcuire@yarmouthschools.org
Area of Focus: Implementation

C30
Making the Move: Shifting to Digital Learning Environments
Explore strategies and tools to prepare educators for digital learning. Evaluate the steps needed to plan for and implement integrated, high-quality, digital learning environments to best prepare educators for student learning. Focus on technology planning best practices, professional learning essentials, and shifts in learning experiences. Hear about successful, innovative, digital learning programs where careful planning transformed teaching, learning, and professional development to positively impact student success.
Christine Fox, State Educational Technology Directors Association, Glen Burnie, FL, cfox@setda.org
Area of Focus: Emerging Issues

C31
Text Complexity’s Role: Assessment and Instructional Decisions
Understand the critical role that text complexity plays in assessment design. Analyze assessment data to determine instructional response with a key focus on the complexity levels against which students were assessed. Determine instructional responses after data analysis with an understanding of the critical role that text complexity also plays in supporting student outcomes.
Karen Flories, Valley View School District 365U, Romeoville, IL, florieskt@vvsd.org
Area of Focus: Student Learning

C32
Creating Communities of Thought: Enhancing Social Capital
The increasing complexity within which groups must work demands more collective attention and focus than ever before. Understand how effective groups manage both cognitive and emotional energy. Learn explicit structures, practical tools, and specific strategies for focusing attention and applying the emotional and cognitive resources needed for thinking interdependently. Leave with new ideas and methods for developing powerful communities of thought.
Laura Lipton, MiraVia, Charlotte, VT, lelipton@miravia.com
Bruce Wellman, MiraVia, Guilford, VT, bwellman@miravia.com
Area of Focus: Learning Communities

C33
Communicative Intelligence: A Leader’s Essential Abilities
Communicating competently is at the heart of leading. Understand that leaders often deliver messages that challenge participants’ existing values, knowledge, and skills. See how leaders who are using communicative intelligence can create a professional learning environment in an adaptive culture that engages participants in conversations centered on critical issues. Practice several skills related to establishing credibility and rapport as well as recovering with grace when things don’t go as planned. Apply skills learned to challenging situations that leaders and professional developers often face when they lead meetings and workshops.
Kendall Zoller, Sierra Training Associates, Foresthill, CA, kxzoller@tctnet.net
Area of Focus: Leadership

C34
Coaching and Collaborating in a Virtual World
Discover how to leverage technology to increase coaching opportunities and provide just-in-time support and professional learning without the constraints of geographical boundaries. Explore different avenues to connect educators for networking, sharing of resources, and collaboration around current problems of practice. Engage in dialogue about ways you can expand and strengthen your coaching program and professional learning plan through differentiated online opportunities that meet individual and group needs.
Karla McAdam, Learning Forward, Decatur, IL, karla.mcadam@learningforward.org
Area of Focus: Learning Designs
C35  
**Personalized Learning 101: Actual Equity**
Why is it that students and educators alike continue to disengage from school improvement and equity initiatives, despite efforts to flip classrooms and differentiate schools? Discover personalized learning—the key to infusing equity into education so that every teacher succeeds with each diverse student. Learn the five keys of personalized learning: plan, choose, learn, practice, and apply. View videos of highly equitable schools and learn how to define, communicate, and implement true personalized learning.

*Area of Focus: Learning Designs*

C36  
**Collaborative Inquiry: Putting Learning Back in Professional Learning**
A growing body of research indicates that teachers learn best when they collaborate around issues relevant to their work. Examine the characteristics of effective collaborative inquiry and discuss the steps, challenges, and benefits of collaborative inquiry. Leave with tools, structures, and processes to implement collaborative inquiry.

*Kay Cornell*, Learning Forward, West Bloomfield, MI, kay.cornell@learningforward.org

*Amy Colton*, Learning Forward, Ann Arbor, MI, amy.colton@learningforward.org

*Area of Focus: Learning Communities*

C37  
**Edcamp Style: Professional Development for School Leaders**
Collaborate with your colleagues to discover how the Edcamp style of professional development can be used to provide learning for school leaders. Gain an understanding of how to organize, implement, and evaluate an Edcamp where leaders can collaborate and discuss the issues that are most relevant to their work. Discover a new professional development format that will not only engage your leaders, but invigorate as well.

*Antonia Fox*, York County School Division, Yorktown, VA, afox@ycsd.york.va.us

*Karen Cagle*, York County School Division, Yorktown, VA, kcagle@ycsd.york.va.us

*Susan Hutton*, York County School Division, Yorktown, VA, shutton@ycsd.york.va.us

*Area of Focus: Learning Designs*

C38  
**Integrated Professional Learning System, Educator Effectiveness and Evaluation**
Learn how teacher evaluation systems can embrace the idea of professional learning as a central component to educator effectiveness. Discuss the key features of effective evaluation, coaching, and feedback processes. Receive information on what’s been learned, processes developed, and protocols used to facilitate implementation. Explore the use of inquiry-based learning and a collaborative coaching design for an integrated professional learning system.

*Lisa Danielson*, El Dorado County Office of Education, Placerville, CA, ldanielson@edcoe.org

*Joanne Bookmyer*, UC Davis Resourcing Excellence in Education (REEd), Davis, CA, jbookmyer@ucdavis.edu

*Brent Cusdenberry*, Winters Joint Unified School District, Winters, CA, bcusdenberry@wintersjusd.org

*Cindy Gappa*, Yuba City Unified School District, Yuba City, CA, cindygappa@ycusd.k12.ca.us

*Pamela Hughes*, Newark Unified School District, Newark, CA, phughes@newarkunified.org

*Bryan Blattel*, Newark Unified School District, Newark, CA, bblattel@newarkunified.org

*Chris Reising*, San Diego County Office of Education, San Diego, CA, creising@sdcoe.net

*Area of Focus: Implementation*

C39  
**Supporting New Teachers: A Guide for Leaders**
Learn how to implement leadership actions that will support new teachers through a series of engaging, practical, and real-world strategies that build on individual strengths and challenges. Acquire simple instructional leadership strategies that support new educators in building relationships with students, colleagues, and the community; improving effective organization and classroom management; implementing standards and assessments; modeling effective teaching; surviving observations and evaluations; and coping with stress and celebrating success.

*Lynn Howard*, The Leadership and Learning Center, Huntersville, NC, lfhoward74@gmail.com

*Catherine Koontz*, Forsyth County Schools, Winston-Salem, NC, cckoontz@gmail.com

*Area of Focus: Leadership*

C40  
**Using Blended Learning to Facilitate Successful Professional Learning Communities**
Understand the increased demands on professional learning that the Common Core State Standards require. Reflect on current professional learning practices and consider the qualities of effective collaborative professional learning communities that will continuously improve teacher practice and increase student achievement. Identify the key structures necessary for using blended learning practices to create and sustain an effective professional learning framework.

*Kathleen Sheehy*, LearnZillion, Washington, DC, kathleensheehy@learnzillion.com

*Endeara Campbell*, District of Columbia Public Schools, Washington, DC, ecampbell@hydeelementary.org

*Area of Focus: Learning Communities*
Diagramming Prior Knowledge

Diagrams are used widely in the classroom, but the cognitive science behind their design and effectiveness is not well understood. Investigate a six-step design methodology for creating better and more effective visuals based on the Draw Aloud protocol. Learn to see hidden patterns in existing content and illuminate these concepts for students in a visually structured mental model.

Art Conroy, Virginia Tech, Broadlands, VA, conroyat@vt.edu

Area of Focus: Learning Designs

Common Core’s Potential Impact: Increasing Achievement Gaps

Raising expectations through standards without addressing instructional practices will only widen the achievement gap that exists. Formulate a clear, specific definition of student engagement and engage every learner in the classroom. Learn the difference between compliance, activities, and engagement to support learners’ acquisition of 21st-century skill sets: communication, collaboration, and critical thinking.

Vern Minor, Kagan Professional Development, San Clemente, CA, vern@kaganonline.com

Area of Focus: Student Learning

Principals as Co-Learners in Supporting Meaningful School Change

Learn from the experiences of three schools in a low socioeconomic, fractured community whose leaders were able to affect meaningful and sustained change through a focus on important change drivers including building relationships, creating a collaborative culture, team work, lateral capacity building, and cultivating leaders. See how to use collaborative inquiry to effect positive and sustained change. Increase understanding of the pivotal role school leaders play in creating a culture of collaboration by acknowledging voice and choice followed by purposeful action as a whole.

Claudine Scuccato, Peel District School Board, Brampton, ON, Canada, claudine.scuccato@peelsb.com
Kim May, Peel District School Board, Brampton, ON, Canada, kimberly.may@peelsb.com
Lawrence DeMayer, Peel District School Board, Brampton, ON, Canada, lawrence.demayer@peelsb.com
Wendy Nearing, Peel District School Board, Brampton, ON, Canada, wendy.nearing@peelsb.com

Area of Focus: Leadership

Exploring Approaches to Instructional Improvement through Collaborative Inquiry

Learn about four approaches to instructional improvement using practice-based inquiry cycles. Hear how three approaches seek to marry the strengths of teachers’ leadership with use of external knowledge sources, such as research, to produce ongoing, teacher-led instructional improvement based on study of classroom learning. Explore the fourth approach that uses teacher designed performance assessment as an entry point into inquiry around student outcomes and instructional strategies. Discuss how to use teacher-centered professional development to improve instruction and achievement.

Catherine Lewis, Mills College, Oakland, CA, clewis@mills.edu
Xiu Cravens, Vanderbilt University, Nashville, TN, xiu.cravens@vanderbilt.edu
Irene Logan, Center for Collaborative Education, Boston, MA, ilogan@ccebos.org
Laurie Gagnon, Center for Collaborative Education, Boston, MA, lgagnon@ccebos.org

Area of Focus: Learning Designs

Dedicated Exhibit Hall Time: Resources for Success

Time has been reserved in this session to visit the Exhibit Hall. Engage in one-on-one conversations with exhibitors and vendors. Learn about the latest tools and resources that can be used to support professional learning at the school or district level.

Area of Focus: Resources

“The Learning Forward conference provides an uplifting, rejuvenating, and innovative learning space that inspires one to feel more creative and braver to take risks for change and impact.”

— Janice Bradley, 2014 Annual Conference attendee

Special symbols provide additional information for conference attendees. These sessions are marked with icons. Most sessions are appropriate for all attendees.
## D01
**An Online Principal Program: Unexpected Success**
Learn how a principal certification program used online programming to grow from nonexistent to obscure to successful. Understand how the program retains candidates with a 99% retention rate. Experience a real-life case study of how professional learning can transform practice in higher education and have a positive and proactive impact in the K-12 setting.

*Cynthia Johnson*, Gonzaga University, Spokane, WA, johnsonc2@gonzaga.edu

*Area of Focus: Learning Designs*

## D02
**Empowering Teachers to Facilitate Multidisciplinary Learning**
Learn how teacher professional development was designed with the participatory input of educators across the state of Michigan through the MiSTAR initiative. Discover teacher perspectives on characteristics of effective professional development for teaching across disciplines. Explore how insights of educators and researchers are integrated into the design of professional development, teacher training, and curricula that empower students to learn through interdisciplinary projects.

*Brenda Gail Bergman*, Michigan Technological University, Houghton, MI, bgbergma@mtu.edu

*Amy Lark*, Michigan Technological University, Houghton, MI, amlark@mtu.edu

*Jacqueline Huntoon*, Michigan Technological University, Houghton, MI, jeh@mtu.edu

*Christopher Wojick*, Michigan Technological University, Houghton, MI, clwojick@mtu.edu

*Bradley Baltensperger*, Michigan Technological University, Houghton, MI, brad@mtu.edu

*Area of Focus: Implementation*

## D03
**Flipping the English Language Arts Classroom**
Discover the basics of creating a classroom environment that is technology rich and enhanced by flipped video lessons. See how to begin to create websites and to make your own video lessons using widely available web technologies. Explore various platforms for warehousing flipped media.

*John Stewart*, Arlington Public Schools, Arlington, VA, jstewedu@gmail.com

*Area of Focus: Learning Designs*

## D04
**Online and Hybrid Models of Professional Learning Communities**
Learn how educators create and engage teachers in online and hybrid professional learning communities (PLCs). Drawing on scientific evidence, gain an understanding of the benefits and challenges of online PLCs relative to traditional face-to-face PLCs. Make informed choices about which model or combination of models best serves your needs and circumstances.

*Cynthia Blitz*, Rutgers Graduate School of Education, Somerset, NJ, cindy.blitz@gse.rutgers.edu

*Area of Focus: Learning Communities*

## D05
**Advocacy About edTPA: Engaging to Inform Policy and Practice**
Find out about edTPA, an emerging assessment for pre-service educators. Hear about research on the edTPA, which sprang from questions of equity and impact. Consider models of legislative interaction to support communication regarding policy impacts in the classroom.

*Suzann Girtz*, Gonzaga University, Spokane, WA, girtz@gonzaga.edu

*Cynthia Johnson*, Gonzaga University, Spokane, WA, johnsonc2@gonzaga.edu

*Keith Lambert*, Whitworth University, Spokane, WA, klambert@whitworth.edu

*Area of Focus: Emerging Issues*

## D06
**The Impact of Coaching on Changing Teachers’ Practices**
Learn about the implementation of a research-based coaching program from the perspective of teachers. Discover what teachers had to say about their coaching experiences and the impact the coaching had on changing their practices. See if any relationships existed between the amount and/or type of coaching received and changes in practice. Consider the results, conclusions, and implications from this districtwide study as you plan next steps.

*Jeffrey Dillard*, DeKalb County Schools, Atlanta, GA, jeffrey.dillard7@gmail.com

*Area of Focus: Implementation*
Networking Sessions

Set N | Monday | Dec. 7, 2015 | 4:30 p.m. – 5:30 p.m.

Tickets are not required to attend these networking meet ups.

N01
Networking and Sharing With Principals and Assistant Principals
Consider the changing roles and expectations for principals and assistant principals. Explore ways in which principals and assistant principals can facilitate school improvement. Join in a dialogue and share effective practices in this networking session for principals and assistant principals.

Mark Covington, Prince George's County Public Schools, Lanham, MD, mark.covington@pgcps.org
Area of Focus: Emerging Issues

N02
Networking Meet-Up for Superintendents
Meet other superintendents of like mind and heart. Share conference highlights, reflect on something you've heard or learned that challenged your thinking, discuss common themes among speakers, or talk about an idea you might like to try implementing in your district.

Steven Constantino, Williamsburg-James City County School District, Williamsburg, OH, steven.constantino@wjccschools.org
Area of Focus: Emerging Issues

N03
Networking for the Big 50
Join a discussion about the major issues facing the largest school districts in the nation. Focus on the ways in which students learn across content areas, examine the link between professional learning and student achievement, or discuss the best way to deploy resources. Consider how to increase public awareness and understanding that adult learning leads to student success.

Deborah Childs-Bowen, Atlanta, GA, deborah.childs-bowen@learningforward.org
Area of Focus: Emerging Issues

“...The conference was overwhelmingly spectacular; at every moment I was made to feel valuable and important. The learning was remarkably useful and the presenters were captivating. The whole experience brought a side to education I never knew existed.”

— Kevin Hosbond, 2014 Annual Conference attendee
Concurrent Sessions | Tuesday

Set E | Tuesday | December 8, 2015 | 9:30 a.m. – 11:30 a.m. continues 2:15 p.m. - 4:15 p.m.

E01 Fundamentals of Professional Learning
Facilitating group decision making? Implementing Learning Forward’s Standards for Professional Learning? Modeling effective professional development teaching strategies? Engaging adult learners? How does a beginning staff developer know where to start and what to do? Focus on each of these questions and create your own answers. Learn multiple strategies and techniques for advancing successful professional development. This session is a repeat of session A01.

Tina Lane, Fairfax County Public Schools, Falls Church, VA, tmlane@fcps.edu
Jennifer Cunneen, Fairfax County Public Schools, Fairfax, VA, jmcunneen@fcps.edu
Area of Focus: Learning Designs

E02 Short Classroom Observations: Keys to Impact
Research has shown that classroom visits by supervisors can have no impact, or even a negative impact, if some key elements are not present. Find out what is essential to improving teaching and learning. See why it is necessary to systematically visit all classrooms frequently enough to see daily practice; have a good “eye” for instruction and what’s most important; and share insights with teachers in a way that lets teachers, students, and supervisors benefit. Experience the most effective ways to handle a classroom visit, zero in on the optimal “change lever” for each teacher, and share insights and evaluative information so it positively affects teaching and learning.

Kim Marshall, New Leaders, Brookline, MA, kim.marshall8@verizon.net
Area of Focus: Leadership

E03 Professional Development for Increased Student Achievement
Hear how teacher leaders, coaches, and administrators can combine professional learning communities with instructional and peer coaching to create a positive impact on student achievement. See how instructional coaching and peer coaching can greatly increase learning in professional learning communities. Identify strategies and practice facilitation skills for these key leadership roles.

Steve Barkley, PLS 3rd Learning, Bethlehem, PA, lmalanowski@pls3rdlearning.com
Area of Focus: Learning Communities

E04 More Tips, Tools, and Techniques for Professional Learning
Being a skilled staff developer takes many tools in today’s educational setting. Learn to integrate technology into meetings, become skilled at handling negative questions or disruptions, hone your ability to create PowerPoint presentations that are motivating, and see how to incorporate engaging activities in your meetings. Bring your own device to fully participate. This session is a good complement to session A01 Fundamentals of Professional Learning or can be taken alone.

Lisa Casto, Allen Independent School District, Allen, TX, lisa_casto@allenisd.org
Janet Swan, The American Alliance for Innovative Schools, Kennedale, TX, jswan@aais.us
Area of Focus: Learning Designs

E05 Impactful Impressions: A Leader’s Presence
An audience takes 40 seconds to size up your leadership. Understand how your nonverbal communication can convey messages and support your verbal message. Apply the facial features of credibility and approachability so you know how others see you. Increase your knowledge of voice patterns and learn to convey when to communicate with non-negotiable information and when to seek input from a group. Practice how to deliver volatile information so that the group separates you, the messenger, from the negative message.

Michael Grinder, Michael Grinder & Associate, Battle Ground, WA, mga@michaelgrinder.com
Area of Focus: Leadership

E06 Leadership Moves, Essential Elements: Preparing Schools to Use Data Effectively
School leaders in rural, urban, public, and charter schools find common ground in taking the steps needed to help teachers use data effectively and continuously. Hear the voices of principals and building leaders who are successfully laying the groundwork needed to transform instructional practice. Create a planning process for implementing data use in your district and schools as you learn from diverse school leaders who are getting results.

Diana Nunnaley, TERC, Cambridge, MA, diana_nunnaley@terc.edu
Mary Anne Mather, Mather Associates, Middleboro, MA, maryannemather@gmail.com
Area of Focus: Data

E07 Good to Great to Innovate: What Matters?
Explore how a focus on innovation through experiential learning can help identify what matters most to ensure successful pathways for our students as they transition through elementary to high school, and beyond. Learn practical strategies that skilled K-12 teachers can use to provide authentic experiences that optimize the opportunities for all students’ success. Leave feeling energized with powerful strategies that you can use to keep students co-contributing to their own academic success.

Lyn Sharratt, University of Toronto, Toronto, ON, Canada, lyn.sharratt@utoronto.ca
Gale Harild, York University, Thornhill, ON, Canada, gharild@rogers.com
Area of Focus: Leadership

E08 Collaborative Common Assessments: A Learning Tool for Success
When common assessments are truly collaborative, amazing things begin to happen for students and teachers alike. See how teachers can collectively offer laser-like instruction, develop assessment literacy, and engage in instructional agility to support all of their learners. Gain an overview of the process, protocols, and tools to help with the design, delivery, and data that result from common assessments. Explore options for significant school improvement at the classroom level.

Cassandra Erkens, Anam Cara Consulting, Lakeville, MN, casserkens@anamcaracconsulting.com
Area of Focus: Student Learning
Thought Leader Lectures

**TL05-TL06 | Tuesday | Dec. 8, 2015 | 9:30 a.m.–11:30 a.m.**

**TL05**

**Thought Leader Lecture: New Thinking on a Holistic Approach to Young Adult Success**

Tuesday, December 8, 2015 from 9:30 am - 10:30 am

Hear a new research synthesis from the University of Chicago Consortium on Chicago School Research about the many factors, both cognitive and noncognitive, that affect student success throughout childhood and adolescence. Consider a broader definition of young adult “success” than merely test scores or educational attainment, namely, agency, an integrated identity, and competencies. Understand how these factors develop throughout childhood in many contexts in and out of the classroom and review the latest research on what adults can do to support youth development.

Jenny Nagaoka, University of Chicago, Chicago, IL, jkn@uchicago.edu

Jenny Nagaoka is the deputy director of the University of Chicago Consortium on Chicago School Research, where she has conducted research for the past 15 years. Her research interests focus on policy and practice in urban education reform, particularly developing school environments and instructional practices that promote college readiness and success. She has co-authored numerous journal articles and reports, including studies of college readiness, noncognitive factors, the transition from high school to postsecondary education, authentic intellectual instruction, and Chicago’s initiative to end social promotion.

**Area of Focus: Student Learning**

**TL06**

**Thought Leader Lecture: Learning From a Decade of Rigorous Research on Professional Development**

Tuesday, December 8, 2015 from 10:30 am - 11:30 am

Over the past decade, policymakers have increasingly focused on strengthening the evidence base for teaching and learning. As part of this effort, there have been calls for more rigorous evaluation of teachers’ professional development opportunities and the state of the art of such research. Learn about the design, results, and implications of these studies. Explore how researchers, professional development providers, teachers, and administrators can work together to improve the way professional development is designed, delivered, and evaluated.

Michael Garet, American Institutes for Research, Washington, DC, mgaret@air.org

Michael Garet is a vice president in the education program and an institute fellow at American Institutes for Research (AIR). His recent work has focused on teacher quality and professional development in reading, mathematics, and science. He is co-principal investigator for a large-scale evaluation of the Intensive Partnership Sites for the Bill & Melinda Gates Foundation, and the Deeper Learning Network Schools for the William and Flora Hewlett Foundation.

Kwang Suk Yoon, American Institutes for Research, Washington, DC, kyoon@air.org

Kwang Suk Yoon is a principal researcher at American Institutes for Research. He is currently leading a project conducting secondary data analyses to inform policymakers in the ESEA reauthorization process. Yoon is the principal investigator for a National Science Foundation-funded Mathematics and Science Partnership grant to study the impact of teacher professional development on the quality of classroom practice.

**Area of Focus: Learning Designs**

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**E09**

**The Teacher Leadership Collaborative**

Leverage teacher leaders to intentionally build, hone, and move school teams forward to sustain collaborative professional learning and transform school climate and culture. Receive tools for structuring effective and efficient meetings, focusing group work, and committing to actionable next steps. Explore how skilled facilitation and attention to strengthening reflective practice, building relationships, and balancing negotiation with advocacy are all needed to advance teams that have positive impact on student learning. Learn how to intentionally develop and advance teacher leaders to promote school cultures of continuous improvement for all.

Lucy Edwards, Napa County Office of Education, Napa, CA, ledwards@napacoe.org

Amy Billings Scott, Napa Valley Unified School District, Napa, CA, ascott@nvusd.org

**Area of Focus: Leadership**

**E10**

**Google-ize (and Blend!) Your Professional Development**

Explore various Google tools that can support your professional learning efforts. Explore, create, and examine the possibilities of using Google Docs, Forms, Slides, Classroom, and Sites for collaboration, communication, and learning. Bring your laptop and take the leap into a world of blended professional development in a hands-on, fun-filled, Googly session. See how Google Apps can be used to support the Standards of Professional Learning, especially as they relate to Learning Designs, Learning Communities, and Resources. Bring your own device to fully participate.

Kellie Ady, Cherry Creek School District, Centennial, CO, kady@cherrycreekschools.org

Jay Vean, Cherry Creek School District, Centennial, CO, jvean@cherrycreekschools.org

Keli Kinsella, Cherry Creek School District, Centennial, CO, kkinsella@cherrycreekschools.org

Amber Paynter, Cherry Creek School District, Centennial, CO, apaynter@cherrycreekschools.org

**Area of Focus: Learning Designs**
**Concurrent Sessions | Tuesday**

**Set F | Tuesday | December 8, 2015 | 9:30 a.m. – 11:30 a.m.**

**F01**

**Providing Effective Feedback to Principals and Principal Supervisors**

See how practitioners from Prince George's County Public Schools model a coaching protocol and feedback session using observational data during a site visit to an elementary, middle, or high school. Observe the learning-walk process between instructional leaders—principal supervisor to principal or associate superintendent to principal supervisor. Assess your own current state of coaching and feedback as a means of administrator professional learning. Attendance in session “C21 Leveraging Data to Inform Professional Development for Administrators” is a prerequisite for participation in this site visit. Participants will be contacted in advance for their choice of school to visit. Buses will transport participants to the sites and will return to the Gaylord National Resort by 11:30 a.m.

**Douglas Anthony**, Prince George's County Public Schools, Oxon Hill, MD, doug.anthony@pgcps.org

*Area of Focus: Data*

**F02**

**Designing Forward: System Redesign Leveraging Finances to Transform Teaching and Learning**

Explore one district’s synergistic approach to system redesign. See how the district developed a three-year strategic finance plan to align resources to its instructional priorities, thus providing a foundation for personalized learning. Hear about the district systemwide approach for making personalized learning for students a reality, and discover how collaborative time for teachers is used to support professional learning and teacher empowerment.

**Andrea Pyatt**, Lake County Schools, Tavares, FL, pyatta@lake.k12.fl.us  
**Kathy Halbig**, Lake County Schools, Tavares, FL, halbigk@lake.k12.fl.us

*Area of Focus: Learning Designs*

**F03**

**Learning Theories in Professional Learning**

Learning theories are the construction materials of professional learning. Designers apply learning theories to plan professional learning to achieve their learning outcomes. Examine five fundamental learning theories and explore how they are integrated into core instructional design frameworks. Apply the learning theories and design frameworks to plan professional learning.

**Joellen Killion**, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org

*Area of Focus: Learning Designs*

**F04**

**Naming and Taming Elephants in Schools**

Learn how campus administrators are using accountable coaching to improve their practice by “reframing and taming” the undiscussables to improve student learning and professional practice. Consider how to recognize undiscussables. Learn approaches to surfacing and making issues overt. Reflect on professional practice and identify specific actions to tame “the elephants in school.”

**Betty Burks**, BBurks Consulting, Adkins, TX, bettyburks@gmail.com  
**Lisa Newman**, Schertz-Cibolo Universal City Independent School District, Schertz, TX, lnewman@scuc.txed.net  
**Julie McLellan**, Schertz-Cibolo Universal City Independent School District, Cibolo, TX, jmclellan@scuc.txed.net  
**William Sommers**, Austin, TX, wsommers@austin.rr.com

*Area of Focus: Leadership*

**F05**

**Rigor and Pattern Seeking Brains**

The brain is a pattern-seeking device that requires relevant connections to get and keep new information. Analyze and evaluate the 24 matrix cells for mathematics, reading, and writing using Hess’s Cognitive Rigor Matrices to better understand the intersection of Bloom’s Taxonomy and Webb’s Depth of Knowledge as they apply to classifying next generation standards and assessments in order to significantly increase student achievement and adult applications. Define and evaluate the term patterns in teaching and learning for relevance and relationships.

**Brandon Doubek**, Creative Leadership Solutions, Hollywood, CA, drbdoubek@aol.com

*Area of Focus: Student Learning*

**F06**

**Streamlining Professional Development to Measure the Effectiveness of Professional Learning**

Hear about an integrated, web-based platform that allows all employees to search for, manage, and track all professional learning, as well as provide feedback on courses being offered. Walk through a streamlined PD process to see how to save time, and ultimately money, by moving into the digital realm. Learn how employees can take charge of their own professional learning, and districts can assess the effectiveness of professional learning.

**D’Mitriy Pavlovskiy**, Fairfax County Public Schools, Falls Church, VA, dpavlovskiy@fcps.edu  
**Payton Marshall**, Fairfax County Public Schools, Falls Church, VA, pemarshall@fcps.edu

*Area of Focus: Implementation*

**F07**

**Cross-State Collaboration for Implementing the Common Core and Improving Practice**

The Common Assignment Study sketches a picture of collaboration across Colorado and Kentucky. Learn about the possibilities, the potential, the professional learning, and the power of teachers working together using technology and face-to-face interactions to navigate the implementation of the Common Core State Standards. See how teachers and leaders across both states are building an effective community of practice. Gain specific objectives, protocols, and tools that have helped achieve the goals of greater student success toward college- and career-readiness and more effective teaching practices.

**Renee Boss**, The Fund for Transforming Education in Kentucky, Frankfort, KY, renee.boss@thefundky.org  
**Amy Spicer**, The Colorado Education Initiative, Denver, CO, aspicer@coloradoedinitiative.org

*Area of Focus: Student Learning*
F08   
**Listen First, Design Second: Design Thinking and Systems Reform**
Explore the heart of the innovative Professional Development (iPD) challenge that Long Beach Unified School District has accepted. Understand how to use a personalized professional development management system to help teachers build upon their pedagogical skills at every stage of their career. Apply cutting-edge knowledge of effective teaching practices through engaging, differentiated, and highly effective, tech-enhanced professional learning programs. Take time to listen first and design second.

Nader Twal, Long Beach Unified School District, Long Beach, CA, ntwal@lbschools.net  
Edward Sigur, Long Beach Unified School District, Long Beach, CA, esigur@lbschools.net  
Amy Pendray, Long Beach Unified School District, Long Beach, CA, apendray@lbschools.net  

*Area of Focus: Implementation*

F09   
**Instructional Coach on Campus: Intentional Implementation**
Research shows that intentional implementation of a coaching program and comprehensive professional learning for coaches creates a sustainable system that improves teaching and student learning. Gain protocols for developing a system of professional learning for coaches. Self-assess your own coaching system and reflect on action research for implementing changes in coach preparation.

Elita Driskill, Education Service Center Region 11, White Settlement, TX, edriskill@esc11.net  
DeAnna Jenkins, Education Service Center Region 11, White Settlement, TX, djenkins@esc11.net  
Dan Ford, Denton Independent School District, Denton, TX, dford@dentonisd.org  
Renee Koontz, Denton Independent School District, Denton, TX, rkkoontz@dentonisd.org  
Jennifer Phillips, Denton Independent School District, Denton, TX, jphillips@dentonisd.org  

*Area of Focus: Learning Communities*

F10   
**Moving Beyond the Core: Supporting Mathematics for Teaching**
How do we support teachers in creating environments in which students can engage deeply with mathematics to improve achievement in the era of new standards? Explore proven techniques for structuring professional learning so teachers can plan and implement high-cognitive-demand tasks and ask assessing and advancing questions that take students beyond the standards. Learn how to apply the teaching-assessing-learning cycle and the formative assessment process to planning and implementing mathematics lessons.

Edward Nolan, Montgomery County Public Schools, Rockville, MD, ed@nolanmath.com  
Julie Dixon, University of Central Florida, Chuluota, FL, julidixon@ucf.edu  
Thomasenia Adams, University of Florida, Gainesville, FL, tla@coe.ufl.edu  

*Area of Focus: Implementation*

F11   
**Improbable Partnerships Lead Urban District Transformation**
Learn how union leadership teamed up with a superintendent, his cabinet, the board of education, and third-party providers to transform a challenging urban district with a culture of mistrust and poor performance into one focused on collaboration, professional learning, and continuous improvement. Know why the choice of a labor-management partnership approach was an essential strategy for transforming the learning culture. See how to build a systemwide commitment to school improvement through ongoing professional learning focused on data, SMART goals, and strategic actions designed to achieve better outcomes for all students.

Anne Conzemius, SMART Learning Systems, Fitchburg, WI, aconzemius@smartlearningsystems.com  
Terry Morganti-Fisher, Learning Forward, Austin, TX, terry.morganti-fisher@learningforward.org  
Chip Hickman, Rockford Public Schools, Rockford, IL, theodore.hickman@rrps205.com  
Paul Goddard, Rockford Education Association, Rockford, IL, reapaual1@aol.com  
Jo Anderson, Consortium for Educational Change, Lombard, IL, jo.anderson@cecilinois.org  
Perry Soldwedel, Consortium for Educational Change, Lombard, IL, perry.soldwedel@cecilinois.org  

*Area of Focus: Leadership*

F12   
**Communicating Student Learning: Report Cards in a Digital Age**
Hear how one school district is using new mobile tools and digital technologies to replace report cards with ongoing feedback to parents through digital portfolios. Experience the move to digital portfolios and replacement of report cards with more meaningful and authentic communication to parents. See how the early results demonstrate more meaningful work for teachers and more engaged parents and students.

Jordan Tinney, Surrey School District #36, Surrey, BC, Canada, tinney_jj@surreyschools.ca  
Elisa Carlson, Surrey School District #36, Surrey, BC, Canada, carlson_e@surreyschools.ca  

*Area of Focus: Student Learning*

F13   
**Removing Literacy Barriers to Rigorous STEM Units**
Discover and experience proven literacy strategies that can be used across disciplines. Identify common classroom activities that could benefit from literacy scaffolds, and hear how to weave science and literacy into a project-based, blended learning environment. Learn how to maintain rigor while implementing scaffolds and create your own STEM literacy mini-implementation plan to take back to your workplace.

Amy Baeder, Educurious, Heber Springs, AR, abaeder@educurious.org  
Bernadette Manzo, Cleveland Metropolitan Schools, Cleveland, OH, bern.manzo@sbglobal.net  

*Area of Focus: Student Learning*
F14 | Are We Empowering Effective Teaching?
Learn what cutting-edge research says about effective teaching and what it takes to implement an educator evaluation system that helps teachers, leaders, and learners grow. Assess your district’s current system against the Delivering Systems for Effective Teaching rubric, a research-based tool that codifies effective design and implementation practices. Hear from district leaders who have leveraged these tools to drive change and improve outcomes for their students.

Nick Rodriguez, Education Delivery Institute, Washington, DC, nikurczewski@deliveryinstitute.org
Sara Kerr, Education Delivery Institute, Washington, DC, skerr@deliveryinstitute.org
Wallace Cox, The School Board of Highlands County, Sebring, FL, coxw@highlands.k12.fl.us

Area of Focus: Implementation

F15 | Keeping the Peace: Fostering an Academic Success Culture
See how a middle school is building relationships with all stakeholders through staff retreats, courageous conversations about race, community partnerships, and cultivating teacher leadership. Explore ways that you can use positive energy to activate constant elevation on your campus. Identify key components of a healthy school culture and climate. Leave committed to actions and activities that will enhance your school community.

Ashanti Foster, Prince George’s County Public Schools, Ft. Washington, MD, fostervisioneducation@gmail.com
Victorious Hall, Prince George’s County Public Schools, Ft. Washington, MD, victorious.hall@pgcps.org
Wendell Coleman, Prince George’s County Public Schools, Ft. Washington, MD, wendell.comeran@pgcps.org

Area of Focus: Leadership

F16 | Multipurposing Time and Resources for Powerful Literacy Learning
What happens when schools that traditionally work in isolation take a collective approach to literacy learning? Join educators from rural and urban settings in discussion about multipurposing time and resources in the summer and during the school year, thus expanding learning opportunities for students, educators, and families. Learn about the core principles of a practice exchange model for professional learning, and leave with concrete next steps toward stronger collaborations and innovative use of resources.

Lara Hebert, National Council of Teachers of English, Urbana, IL, lhebert@ncte.org
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Jennifer Adams, Concordia University Chicago, River Forest, IL, jwren773@gmail.com

Area of Focus: Resources

F17 | Tools and Talk: Data, Conversation, and Action for Classroom and School Improvement
Consider five ready-to-use tools that can kick start ways to build responsive, brain-based classrooms, create engaging student tasks, and form a classroom community of respect and learning. Acquire quick data to help teachers and coaches examine student engagement and see how lesson and classroom design work together to support optimal learning. Leave with a framework for conversations around student learning data and prompts for discussing data in a collegial, collaborative way that encourages teachers to think critically about their own practices.

Michael Murphy, Learning Forward, Richardson, TX, mike.murphy@learningforward.org

Area of Focus: Student Learning

F18 | Professional Learning That Supports Personalizing Learning for Every Student
Professional learning in schools that personalize learning mirrors student learning. So, adults also experience individualized, team-based, and whole-school professional learning experiences that are aligned to support student and teacher learning goals. Study exemplary professional development practices that support personalization. Hear stories and explore artifacts that demonstrate personalized student learning and that document complementary professional learning practices.

Sonia Caus Gleason, Boston, MA, sonia@soniacausgleason.org
Nancy Gerzon, Learning Innovations at WestEd, Woburn, MA, ngerzon@comcast.net

Area of Focus: Equity

F19 | Teacher Professional Development Needs an Overhaul
Today’s teachers must be skilled in technology, address rigorous standards, and prepare students to succeed in a global 21st-century economy. Identify the supports teachers and professional development providers need, especially when implementing a highly creative and technology-rich curriculum. Consider the components of an ideal professional learning experience, and begin to build a toolkit that can enhance classroom management and content delivery systems. See how to help teachers embrace themselves as “creative directors” in the classroom and develop more ownership of their professional development.

Jane Chadsey, Educurious, Seattle, WA, jchadsey@educurious.org

Area of Focus: Emerging Issues

F20 | More Seriously Fun Strategies for Motivation and Engagement
Laugh, play, and learn more practical strategies designed to motivate and engage those with whom you work. Explore more about what the research says about infusing humor, play, and fun into any learning environment. Take away more entertaining, exciting, and productive ways to make fun an integral and rigorous part of your work.

Kim Loucks, Teaching and Learning Connected, Sunset Beach, NC, teachingandlearningconnected@gmail.com
Carolyn Hirst-Loucks, Teaching and Learning Connected, Sunset Beach, NC, teachingandlearningconnected@gmail.com

Area of Focus: Student Learning
F21  Data Coaching: Building Capacity for Data Literacy
Consider how a data-coaching model helps districts develop the conditions and processes that inform professional practice and accelerate student learning. Learn how emphasizing the right conditions—culture, access, structure, and high-quality data—and processes builds leadership capacity to develop. Transform the student learning objective process into meaningful and constructive exercises that emphasize excellent teaching and learning and inform professional practice.

Paul Hopkins, Battelle for Kids, Columbus, OH, phopkins@battelleforkids.org
Jamie Meade, Battelle for Kids, Columbus, OH, jmeade@battelleforkids.org
Trevor Thomas, Heath City Schools, Heath, OH, tthomas@health.k12.oh.us

Area of Focus: Data

F22  The Culture of Response to Intervention: Breaking Down Classroom Walls
Examine a cultural shift that occurred while implementing a system of interventions built around the needs of students, the growth of teachers, and the effective use of data. Explore the power of RTI, paired with a culture of professional learning communities, in changing the dynamics of an elementary school. Obtain greater understanding of how students’ greatest needs can be met through the faculty’s cultural shift and growth.

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Emily Stafford, Sumner County Board of Education, Gallatin, TN, emily.stafford@sumnerschools.org
Nick Brown, Sumner County Board of Education, Westmoreland, TN, nick.brown@sumnerschools.org

Area of Focus: Learning Communities

F23  Professional Development Instructional Model for Teachers’ Professional Learning
Discover how to engage teachers in professional learning using a research-informed and empirically validated professional development instructional model. Practice using the model with user-friendly templates to design workshops for effective professional learning. Have meaningful conversations with professional learning leaders from the Academy of Singapore Teachers on how to deliver effective professional development.

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Sao Ee Goh, Academy of Singapore Teachers, Singapore, goh_sao_ee@moe.gov.sg

Area of Focus: Learning Designs

F24  Creating the Engaged Classroom in Secondary Schools
Learn about a range of research-based instructional strategies, core classroom practices, protocols, and procedures for reaching and engaging adolescent learners in secondary classrooms. Explore the following question: What are some of the critical conditions that foster student engagement and increased levels of trust, attention, participation, motivation, effort, and investment in learning? Increase personal interest and engagement through student voice, choice, and differentiated assignments and products.

Michele Tissiere, Engaging Schools, Cambridge, MA, dwolk@engagingschools.org

Area of Focus: Student Learning

F25  Creating a Playlist for Personalized Professional Learning
One-size-fits-all learning does not work for students and is not effective for educators trying to improve their professional skills and pedagogy. Define essential elements of creating a professional learning playlist including personal interests (engagement), professional goals (data), collaboration (learning communities), and outcomes. Understand why personalization in learning is important and how it can be applied in a school, district, or state setting. Create a professional learning playlist, which supports a professional learning goal, utilizing tools gained.

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Cecilia Roe, Maryland State Department of Education, Baltimore, MD, cecilia.roe@maryland.gov
Dan Capozzi, Maryland State Department of Education, Baltimore, MD, daniel.capozzi@maryland.gov

Area of Focus: Learning Designs

F26  Advancing Teacher Leadership: Developing Mentors as Teacher Leaders
Learn how a district intentionally designs opportunities to nurture school-based mentors as teacher leaders. Investigate a replicable, sustainable model that develops teachers who are school-based and districtwide leaders who co-learn and coach to implement researched-based instructional, assessment, and equity strategies. Examine how a district supports teacher leaders to strengthen novice teacher efficacy through differentiated professional learning, collaborative inquiry, gradual release, and actionable goal-setting, which facilitates leadership and impacts student success.

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Area of Focus: Leadership
F27
Measuring Impact of Professional Development on Teacher Growth
Explore how you can measure the impact of your professional development initiatives on teacher beliefs, dispositions, and practice. Learn about valid assessment instruments that are available for low or no cost. Understand what research reveals about factors related to teacher growth and change. Learn how schools and districts can use data to determine the effectiveness of their initiatives, to design professional development based on teacher data, and to solicit financial support for their efforts.
Ann Pearce, Santa Fe Trail BOCES, Littleton, CO, dr.annpearce@gmail.com
Jenny Edwards, Fielding Graduate University, Santa Barbara, CA, jedwards@fielding.edu
Area of Focus: Data

F28
Building a System of Professional Learning for Paraprofessionals
Organizations committed to the achievement and success of all students must be committed in equal measure to the growth and development of all staff. Hear the story of a district working diligently to provide a diverse job class of paraprofessionals with high-quality, differentiated professional learning opportunities. Discuss your current state and set action steps through engaging processes for motivating, analyzing, and expanding current practices. Explore a model for organizing and developing a systemic approach to provide paraprofessionals with high-quality professional learning; analyze the Learning Forward Standards as an organizing frame; and apply learning to develop and enhance existing professional learning designs for paraprofessionals in their contexts.
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Lynn Birdsong, Howard County Public School System, Ellicott City, MD, lynn_birdsong@hcpss.org
Area of Focus: Learning Designs

F29
Arts Integration: A Pathway to Literacy
Create a pathway for literacy learning by integration with the arts. Enrich students’ literacy skills through active engagement in the divergent thinking inherent in the arts. See how to develop and apply problem-solving skills, perseverance, and critical thinking among students.
Beth Thompson, Baltimore County Public Schools, Middle River, MD, bthompson2@bcps.org
Albert Thompson, Baltimore City Public Schools, Baltimore, MD, savinglivesinc@verizon.net
Ann Fontaine-Lewis, Seaford School District, Seaford, DE, lewisann203@gmail.com
Area of Focus: Student Learning

F30
Creating Professional Learning Networks Through School Division Collaboration
Learn strategies for building your professional learning network within and outside of your school division. Discover how several school divisions came together to collaborate with one another around job-embedded professional learning structures. Apply the strategies and job-embedded structures to your own professional learning, as well as brainstorm ways to incorporate this work into your practice.
Isabel Sawyer, Center for the Collaborative Classroom, Charlottesville, VA, isawyer@collaborativeclassroom.org
Kelli Cedo, Virginia Beach Public Schools, Virginia Beach, VA, kcedo@vbschools.org
Lorena Kelly, Virginia Beach Public Schools, Virginia Beach, VA, lkelly@vbschools.org
Area of Focus: Learning Communities

F31
When Coaches Learn, Teachers Learn
Share a clearly articulated process for supporting instructional coaches. See how a district’s instructional coaches are engaged in a cycle of continuous improvement and work in study teams to practice the skills they are using, reflect on the quality of the work, and assess the impact of coaching. Engage in protocols and learning designs used with coaches and reflect on the possible implications for your own district.
Kay Psencik, Learning Forward, Cypress, TX, kay.psencik@learningforward.com
Ramona Coleman, Fort Wayne Community Schools, Fort Wayne, IN, ramona.coleman@fwcs.k12.in.us
Valerie Mitran, Learning Forward, Miami, FL, valerie.mitrani@learningforward.org
Area of Focus: Learning Designs

F32
Student Voice to Promote Educational Equity
Explore how several schools use student voice data to debunk myths and misconceptions around student achievement. Discover how schools can use the voices of marginalized students to unpack achievement data that may otherwise be explained by dominant voices steeped in privilege, deficit ideology, etc. Examine models for gathering and using student voice data to challenge teacher attitudes and perceptions and increase achievement of students of color.
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Area of Focus: Equity

Set F | Tuesday | December 8, 2015 | 9:30 a.m. – 11:30 a.m.
F33  📩  📧  🌐
Leading and Monitoring Today’s Learning Schools

Consider the enabling and limiting factors that inspire principals and teacher leaders to work collaboratively for change in 21st-century classrooms. Examine specific indicators that school leaders can use to monitor learning and collaborate on formative, descriptive feedback to teachers regarding school improvement to support the Common Core. Leave with the examples, tools, and templates required to move systems to become more responsive to the requirements of learning today, including evidence-based indicators and looks-fors.

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Beverley Freedman, Vaughan, ON, Canada, bevfreedman@rogers.com
Mike Borgford, Seine River School Division, Lorette, MB, Canada, mborgford@srsd.ca

Area of Focus: Leadership

F34  📩  📧  🌐
Collaborative Peer Coaching and Mentoring Through Teacher Inter-Visitation

Learn how a cohort of urban schools supports job-embedded professional learning through teacher peer inter-visitation using the Danielson Framework for Teaching as a formative tool for professional growth. Discover tools and approaches to teacher peer observation that support teacher collaboration and teacher-led professional learning. Reflect on collaborative professional learning practices within schools or districts and consider how structured inter-visitation practices can deepen teachers’ professional learning and growth.

Lisa Hertzog, New York City Department of Education, New York, NY, lhertzog@schools.nyc.gov
Zoe Souliotis-Foley, New York City Department of Education, Brooklyn, NY, zsouliotisfoley@schools.nyc.gov
Kate Dickson, Danielson Group, Portland, OR, kate.dickson@leadershipmatters.net

Area of Focus: Learning Designs

F35  📩  📧  🌐
Collaborative Conversations: Linking Evaluation and Teacher Learning

Explore research and your own prior knowledge about the impact of collaborative conversations in promoting teacher and student learning. Learn about a rubric for assessing effective collaborative conversations. Analyze a video of a collaborative conversation between a teacher and administrator. Consider how you might apply collaborative conversation tools and resources to your own program.

Kathy Dunne, WestEd, Somersworth, NH, kdunne@wested.org
Patrick Hartnett, Oxford Hills School District, Oxford, ME, phartnett@msad17.org

Area of Focus: Learning Communities

F36  📩  📧  🌐
West Meets East: What Great Teachers Do

Learn how behaviors, skills, and dispositions of effective teachers compare between teachers in the U.S. and China. Discover the number and types of instructional strategies these teachers routinely use in practice. Explore the similarities and differences in award-winning teachers’ assessment, classroom management, and student engagement.

James Stronge, College of William & Mary, Freeport, ME, jess.hench@strongeandassociates.com

Area of Focus: Implementation

F37  📩  📧  🌐
Coaching Plans for All: Professional Growth Through Inquiry

Empowered learners are the best, and the same is true of adult learners in the building. Learn about how one school district works to support all teachers in their own professional journey of inquiry through an individualized coaching plan. See how to structure, apply, and implement elements and practices from the coaching plan and instructional coaching program with a focus on building upon prior professional development successes and overcoming existing barriers.

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Barb Dill-Varga, Maine Township High School District 207, Park Ridge, IL, bdillvarga@maine207.org

Area of Focus: Implementation

F38  📩  📧  🌐
An Integrated Approach to Developing Leadership Capacity

Discover how coordinated and sustained principal leadership development is changing leading and learning. Employ a problem-based learning approach to positively impact teacher practice and student achievement. Make the connection between strong instructional leadership and student achievement. Enhance curriculum monitoring while building a system for data-driven decision making leading to academic achievement.

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Debra Lane, Edwards Educational Services, Alexandria, VA, debbie@edwardsedservices.com
Nancy Cline, West Virginia Department of Education, Charleston, WV, nmccline@k12.wv.us

Area of Focus: Leadership

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F39  
Creating and Structuring Data Dialogue for School Improvement

Many schools try hard, but often fail, to create a data dialogue process that supports organizational change and that ultimately results in overall school improvement. Gain an introduction to the process, guidelines, and resources used by a middle school to change adult behaviors that resulted in a stronger focus on effective data dialogue. See how a data dialogue protocol provided the impetus for school leadership to rethink the school’s operational and communication structure and look for ways in which conversations about student and adult learning could lead to improved student achievement.

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Jennifer Grier, Howard County Public School System, Elkridge, MD, jennifer_grier@hcpss.org

Area of Focus: Data

F40  
S.T.A.R.S.S.: Strategies for Teaching Academic Reading for Struggling Students

Navigating informational texts for struggling students and English learners can be a daunting task. Hear about the many research-based strategies that can help students develop close reading of text, academic vocabulary, and comprehension skills for success. Acquire brain-compatible techniques to assist students in reaching the goals of the standards. Leave with hands-on strategies and designs for learning.

Kathy Perez, Saint Mary's College of California, Alameda, CA, kperez@stmarys-ca.edu

Area of Focus: Student Learning

F41  
Moving From Imparting Knowledge to Improving Student Outcomes

Learn how a large suburban high school district transformed a train-the-trainer professional learning model into a zero-cost modified coaching model. Obtain scheduling strategies that will create time within a traditional school day for teacher-led pedagogical training, collaborative planning, peer observations, analysis of student learning evidence, and reflective discourse. Move your professional learning design from imparting knowledge and skills to changing teacher behavior and improving student performance data.

Katherine Smith, Lyons Township High School District 204, LaGrange, IL, ksmith@lths.net
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Leslie Owens, Lyons Township High School District 204, LaGrange, IL, lowens@lths.net
Jeremy Vrtis, Lyons Township High School District 204, LaGrange, IL, jvrtis@lths.net

Area of Focus: Learning Designs

F42  
Community Coaching Cohort Model: Utilizing Team Coaching

Explore how to use inquiry as a lens for instructional coaching and build reflective practices within an educational setting. Examine how this approach aligns with current research on adult learning theory and the change process. Investigate a coaching model that uses a neutral coaching stance to more effectively help teachers identify areas for personal growth.

Angela Stewart, Chesterfield County Public Schools, Midlothian, VA, angela_stewart@ccpsnet.net
Sara Miller, Longwood University, Midlothian, VA, millerse@longwood.edu

Area of Focus: Learning Communities

F43  
Impacting Students Through School and Central Office Collaboration

Learn how two secondary schools with state accreditation concerns improved in the area of math achievement through successful collaboration within the district. Discover how stakeholders were empowered to transform unhealthy school cultures into student-centered professional learning communities through a multifaceted approach in supporting teachers, teams, and school leadership. Understand how schools blossomed into self-directed groups through common vision and progress along a professional learning communities continuum.

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Area of Focus: Implementation

F44  
Constructing a Systemwide Program for Instructional Coaching

Explore how a comprehensive, systemwide program for instructional coaching measured the impact of instructional coaching on teacher practice and student learning. See how to measure the coaches’ impact on student and teacher learning through the use of multiple and various forms of data. Consider ideas for implementing structural changes to your current instructional coaching program.

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Abby Welsheimer, District of Columbia Public Schools, Washington, DC, abby.welsheimer@dc.gov

Area of Focus: Learning Designs
Globe Trotters: Preparing Students to Think Globally
Discuss and understand what it means for students to be globally competent and why it is important. Evaluate and modify lessons using available resources to better prepare students for global competition after graduation. Brainstorm and discuss ways to support teachers who want to incorporate global competencies into their classrooms through professional development and resource availability.
Bonnie Ellis, Williamsburg-James City County, Williamsburg, VA, bonnie.ellis@wjccschools.org
Amy Holtschneider, York County School District, Yorktown, VA, aholtschneider@ycsd.york.va.us
Kay Bennett, Williamsburg-James City County, Williamsburg, VA, kay.bennett@wjccschools.org
Area of Focus: Student Learning

Connecting the Common Core to Students With IEPs
Connect the K-12 standards to research-based instructional practices that respect students’ differing academic and functional levels of performance. Learn how school leaders responsively collaborate with staff and students to plan, instruct, and use data from student assessments. Explore how to organize school environments with specially designed instruction and Universal Design for Learning (UDL) approaches that honor the diversity of students with and without IEPs instructed in inclusive classes.
Toby Kar ten, Monmouth University, Marlboro, NJ, toby@inclusionworkshops.com
Area of Focus: Student Learning

Accelerating Leadership: Practical Approaches to Planning Leaders’ Learning
Feedback and professional learning are essential to building current and future principals’ talent, but few leaders write meaningful professional goals. Gain an introduction to a growth planning approach developed by and for over 100 principals. See how to write meaningful learning goals based on evidence and link goals to professional development. Receive tools that you can use in your state, district, or school.
Tammie Knights, American Institutes for Research, Washington, DC, tknights@air.org
Donna Warthan, American Institutes for Research, Washington, DC, dwarthan@air.org
Area of Focus: Leadership

Changing School Cultures for the 21st Century
Discover an innovative approach that changed a high school culture, increased achievement for every subgroup, and decreased discipline by over 50% in as little as two years. Explore a strategic plan utilized to turn an urban school, with 85% low socioeconomic status and 90% minorities, into a 21st-century learning experience. Engage in the research-based strategies that allowed for a school with over 3,000 students to experience a cultural change.
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Jorge Alvarez, Rialto Unified School District, Rialto, CA, jalvarez@rialto.k12.ca.us
Area of Focus: Leadership

Data-Driven Instructional Planning and Professional Development
Learn how an elementary school went from drowning in data to being data driven. Increase your understanding of how a thoughtful, collaborative faculty can bring about significant instructional change. Discuss various professional development models that support increased student achievement. Apply and practice with key data-analysis processes and tools.
Melissa Marino, Exeter West Greenwich Regional School District, Exeter, RI, melissa_marino@ewg.k12.ri.us
Emily Lutrick, Amplify Education, Allen, TX, lutrickke@yahoo.com
Area of Focus: Data

Real-Time Learning: Walk-Throughs With a Twist
Discover how three rural districts, all serving a diverse population, have partnered with AVID Center to create environments for learning focused on college readiness for all. Witness a walk-through process that allows teachers into various classrooms for the purpose of growth, thus equipping teachers and administrators to identify and deliver excellent teaching focused on the students. Build a plan for a culture shift where teachers learn from one another.
Christie McMullen, AVID Center, San Diego, CA, ccmcmullen@avid.org
Area of Focus: Learning Designs

Dedicated Exhibit Hall Time: Resources for Success
Time has been reserved in this session to visit the Exhibit Hall. Engage in one-on-one conversations with exhibitors and vendors. Learn about the latest tools and resources that can be used to support professional learning at the school or district level.
Area of Focus: Resources

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Q&A | Thought Leader Lectures

**QA2**  
**Tuesday Keynote Q&A With Michael Horn**  
Tuesday, December 8, 2015 from 2:15 pm - 3:15 pm  
Keynote speaker Michael Horn will answer your questions in this special session after his keynote address on Tuesday afternoon.  
**Michael Horn**, Clayton Christensen Institute, San Mateo, CA, ecalice@christenseninstitute.org  
**Area of Focus: Emerging Issues**

**TL07**  
**Thought Leader Panel: The Role of the Central Office in Teaching and Coaching Principals**  
Tuesday, December 8, 2015 from 2:15 pm - 3:15 pm  
Across the country, school systems are focusing on the role of the principal and how to improve principal instructional leadership at scale. Emerging research and central office practices indicate that teaching and coaching increases the potential to positively impact principal effectiveness. Join the University of Washington Center for Educational Leadership and central office leaders to hear first hand how school systems are changing how they work with principals, and more importantly, how these changes are impacting principal practice. Learn about practices that can be immediately applied. Hear about practices that can be immediately be applied as well as the latest findings from Leading for Effective Teaching Project funded by the Bill & Melinda Gates Foundation.

**Max Silverman**, University of Washington, Seattle, WA, silvermx@u.washington.edu  
Max Silverman is the associate director of the Center for Educational Leadership (CEL) at the University of Washington. Silverman is a former principal and central office leader who leads CEL's work focused on district leadership. In this role, Silverman has worked closely with the Bill & Melinda Gates Foundation and a number of districts including Seattle, Shelby County (TN), and Minneapolis.

**Stephen Fink**, University of Washington, Seattle, WA, finks@uw.edu; @StephenFinkAtUW  
Stephen Fink is the executive director of the University of Washington Center for Educational Leadership (CEL), and affiliate associate professor of educational leadership and policy studies in the University of Washington College of Education. He has worked extensively with school and district leaders on improving the quality of instructional leadership. Prior to coming to the University of Washington, he spent 12 years as an assistant superintendent in the Edmonds School District, and was a principal and special education teacher in Idaho and Los Angeles. Fink is the co-author with Anneke Markholt of *Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise* (Jossey-Bass, 2011).  
**Area of Focus: Leadership**

**TL08**  
**Thought Leader Panel: A Conversation With Three Innovative Leaders**  
Tuesday, December 8, 2015 from 3:15 pm - 4:15 pm  
Hear from three innovative leaders who are transforming the world of education. Consider the issues faced by these school leaders as they wrestle with the current challenges faced in education and instruction. See how these visionaries have used professional learning to propel their schools and districts to success. Improve the impact of your PD investments by exploring the promising practices they've used.

**S. Dallas Dance**, Baltimore County Public Schools, Towson, MD, ddance@bcps.org; @Ddance_BCPS  
S. Dallas Dance is superintendent of Baltimore County Public Schools: A distinguished, vibrant, and visionary leader, Dance has united Baltimore County Public Schools (BCPS) students, staff, and the community into Team BCPS, a powerful force committed to producing globally competitive graduates. As superintendent of the 25th largest school system in the nation, whose tenure began in 2012, he is responsible for overseeing the instruction of 110,000 students and leading and managing a $1.6 billion budget, 19,000 employees, and 173 schools, centers and programs. In collaboration with Team BCPS, Dance spearheaded the development of Blueprint 2.0, a five-year strategic plan focused on improving academics, safety, communication and organizational effectiveness. Under Dance's leadership, fundamental shifts in teaching and learning are taking place in groundbreaking ways.

**Karen Garza**, Fairfax County Public Schools, Fairfax, VA, cwdonohue@fcps.edu  
Karen Garza was named the superintendent of Fairfax County Public Schools (FCPS) on July 1, 2013 and is the first woman superintendent in the school system's history. A veteran educator, Garza came to FCPS from Lubbock, TX where she served as superintendent of Lubbock Independent School District. Under her leadership, the district experienced significant gains in student achievement, while reducing the achievement gap in science, math, and social studies. She was also able to implement a strategic plan that increased graduation/completion rates. Previously, Garza served as chief academic officer for the Houston Independent School District (HISD). She is credited with developing an educational improvement model that brought HISD from one of the lowest academically performing school districts in the state to one of the highest performing.

**Register by October 1 for 3-, 4-, or 5-day conference attendance.**
Jessica Cunningham, KIPP DC College Prep, Washington, DC, jessica.cunningham@kippd.org

Jessica Cunningham joined KIPP DC in 2003 as a sixth-grade math teacher at KIPP DC’s founding school, KEY Academy. She taught at KEY Academy for two years before being accepted to the KIPP Foundation’s Fisher Fellowship. Upon completing the Fisher Fellowship, Cunningham founded KIPP DC’s third middle school, WILL Academy, in July of 2006 and served as the school principal for four years. Cunningham then served as a chief academic officer for two years before deciding to return to school leadership in 2012 as the principal of KIPP DC’s high school, KIPP DC College Prep. Prior to joining KIPP DC, she was a member of the DC Teaching Fellows’ inaugural cohort where she taught fourth grade in District of Columbia Public Schools.

Valerie Strauss, The Washington Post, Washington, DC, valerie.strauss@washpost.com


Area of Focus: Emerging Issues

TL09

Thought Leader Lecture: The State of Professional Learning

Tuesday, December 8, 2015 from 4:30 pm - 5 pm followed by the Learning Forward Business Meeting from 5 pm - 6 pm

Learning Forward Executive Director Stephanie Hirsh and Board President Deborah Jackson discuss the opportunities and challenges facing Learning Forward as it advances its vision and strategic priorities in the coming year. Get an update on the state of professional learning and examine trends in the field. Break into small groups to learn about Learning Forward’s policy agenda, strategies for advancing effective professional learning in your sphere of influence, new publications and products, as well as to gain insight into how Learning Forward is transforming professional learning to meet changing student and educator needs. Following the session Learning Forward will hold its annual business meeting.

Stephanie Hirsh, Learning Forward, Dallas, TX, stephanie.hirsh@learningforward.org

Stephanie Hirsh is executive director of Learning Forward. Before her appointment as executive director, Hirsh served the association as deputy executive director for 18 years. She began her career as a secondary teacher and later served as a school district administrator in the Richardson (Texas) Independent School District. In 1996 she was elected to the Richardson school board and served for three terms. Today, Hirsh advises governors, legislators, state and local superintendents, foundation leaders, and other policy makers on improving student learning through effective professional learning. Hirsh also presents, publishes, and consults on Learning Forward’s behalf. Her most recent book is A School Board Guide to Leading Successful Schools: Focusing on Learning (Corwin, 2013) co-authored with Anne Foster. Hirsh writes a regular column for JSO, Learning Forward’s bimonthly magazine. She has also written articles for Educational Leadership, Phi Delta Kappan, The Record, The School Administrator, American School Board Journal, The High School Magazine, and Education Week.

Deborah Jackson, Fairfax County Public Schools, Falls Church, VA, djackson3@fcps.edu

Deborah Jackson currently serves as the special projects administrator in Fairfax County Public Schools. She has been an educator for 28 years and is a career switcher who spent several years working in business prior to entering the field of education. As a former middle and high school principal, Jackson developed programs for both underprivileged and high-performing populations. She is a mentor and co-instructor for the school system’s Aspiring Principals Program. Jackson is an active member of the Learning Forward Virginia board, and President of the Board of Trustees of Learning Forward.

Area of Focus: Leadership
Register for sessions in Set G and explore the latest in tools, resources, and strategies to help develop and support educators in their implementation efforts. Check the website for additional demonstrations.

**G01**

**Interactive Online Presentations Made Simple**

*Tuesday, December 8, 2015 from 2:15 pm to 2:45 pm*

Office Mix is an extension to PowerPoint and an associated cloud-service/web-portal that makes it easy to author, share, and get analytics for interactive online presentations. Learn how authors can easily add audio-video narration, real-time inking, quizzes and polls, and simulations. Explore how Office Mix lessons can be embedded easily within your own website or portal. Discover how the built-in analytics give information per slide, per user, or by embedded exercises to provide insights on how your audience is engaging with lessons. See how Office Mix was designed with educators in mind, allowing them to easily create compelling interactive lessons while leveraging their familiarity with PowerPoint. Leave understanding how Office Mix is a powerful tool for democratizing blended learning, for sharing best practices within professional learning communities, and for giving students a tool to use for project reports and to develop their communication skills. For more details see: http://mix.office.com and http://mixforteachers.com.

Anoop Gupta, Microsoft Corporation, Seattle, WA, anoop@microsoft.com

*Area of Focus: Resources*

**G02**

**Effective Professional Development Using Experience-Based Components**

*Tuesday, December 8, 2015 from 2:45 pm to 3:15 pm*

See a live demonstration of video technology and how it can be used to provide meaningful feedback to teachers. Explore the use of remote coaching, in-ear coaching, the use of contextualized feedback to increase the impact, availability, and ease with which teachers can engage in effective learning processes. Learn how to leverage the skills, knowledge, and experience already within the education system.

Andy Newell, iRIS Connect, Brighton, East Sussex, UK, andy@irisconnect.co.uk

*Area of Focus: Implementation*

**G01**

**Redesigning Professional Learning with Video**

*Tuesday, December 8, 2015 from 2:15 pm to 2:45 pm*

Want to do away with the old “sit-n-get” format of professional learning but not sure how to make the shift? Discover how focusing on video as the centerpiece of your professional learning program will enhance and scale coaching, professional learning communities, and blended learning initiatives for all educators within a district. Experience a demonstration of how the Teams video-based collaboration platform supports educators in uploading, sharing, and annotating videos and provides an easy way to curate content such as student work, district resources, and teacher portfolios.

Rob Bayuk, Teaching Channel, Oakland, CA, rbayuk@teachingchannel.org

Ellen Lugo, Upland Unified School District, Upland, CA, ellen_lugo@upland.k12.ca.us

*Area of Focus: Implementation*

**G01**

**What Does Good Professional Development Look Like?**

*Tuesday, December 8, 2015 from 2:15 pm to 2:45 pm*

Discuss professional development that affects teacher retention, engagement, and increases student achievement. Take a look at the steps that must be in place for effective professional development to exist in school districts and review how you can make professional development more tailored and specific for teachers.

Sarah Kremsner, TeacherMatch, Chicago, IL, avracar@teachermatch.org

*Area of Focus: Resources*
G03  Begin With a Challenge

Tuesday, December 8, 2015 from 3:15 pm to 3:45 pm

Educurious Units begin with a challenge for students to solve that is relevant to their lives and has a real impact on the world. The Hunger Games books provide many opportunities to raise such questions. These include questions of social class, trust and human connections, and the role that the media plays in forming public opinion and political systems. In this Educurious mini unit we begin with the challenge: How can we avoid the path to Panem, the post-apocalyptic world of The Hunger Games? Come learn about this free digital project-based unit you can use in your classroom.

Jane Chadsey, Educurious, Seattle, WA, jchadsey@educurious.org

Area of Focus: Resources

G03  Using New Technologies to Implement Universal Design for Learning

Tuesday, December 8, 2015 from 3:15 pm to 3:45 pm

Hear about new technologies to implement Universal Design for Learning (UDL), including online resources and tools designed to support classroom applications as well as school and district implementations of UDL. See how this professional development system draws on research about best practices in adolescent literacy instruction and innovation implementation to foster success for all learners.

Rachel Currie-Rubin, CAST, Wakefield, MA, rcurrie-rubin@cast.org

Area of Focus: Learning Designs

G03  What is “The One” Place for Us?

Tuesday, December 8, 2015 from 3:15 pm to 3:45 pm

Discover an integrated learning management system that brings together district programs and initiatives around student data, assessments, curriculum, instruction, professional development, reporting, and analysis into a single user-friendly platform. Explore data-driven tools that provide educators the means to build and extend instructional capacity.

Jeanne Imbriale, Baltimore County Public Schools, Towson, MD, jimbriale@bcps.org

Ryan Imbriale, Baltimore County Public Schools, Towson, MD, rimbriale@bcps.org

Christina Byers, Baltimore County Public Schools, Towson, MD, cbyers@bcps.org

Stefani Pautz, Baltimore County Public Schools, Towson, MD, spautz@bcps.org

David Robb, Baltimore County Public Schools, Towson, MD, drobb@bcps.org

Area of Focus: Resources

G04  Collaborate Anywhere: Using Google Hangouts to Enhance Team Communication

Tuesday, December 8, 2015 from 3:45 pm to 4:15 pm

Because our work is no longer confined to desks and our teams no longer include solely those who work in the same building or city, we use technology to communicate, collaborate, and connect. See how to use Google Hangouts to allow for groups as large as 10 members, to see each other, share their screen, and use a chat box while collaborating remotely. Come with your Apple and Android devices as well as implementation ideas.

Amy Baeder, Educurious, Heber Springs, AR, abaeder@educurious.org

Area of Focus: Learning Designs
Concurrent Sessions | Tuesday

Set H | Tuesday | December 8, 2015 | 2:15 p.m. – 4:15 p.m.

H01  Developing the Next Generation of School Leaders
Learn about projects funded by the U.S. Department of Education School Leadership Program to develop high-quality school leaders for diverse learning environments. Explore how partnerships between school districts and other educational organizations are using innovative preparation strategies to provide school leaders with the tools to make lasting improvements in pre-K–12 schools. Leave with tools, professional materials, and strategies to prepare school leaders to promote high student achievement in your own professional learning programs.
Karen Sanzo, Old Dominion University, Hampton, VA, ksanzo@odu.edu
Al Bertani, Urban Education Institute, Chicago, IL, albertb@uchicagob.edu
Susan Korach, University of Denver, Denver, CO, susan.korach@du.edu
Judi Gottschalk, Arizona State University, Tempe, AZ, judith.gottschalk@asu.edu
Matt Clifford, American Institutes for Research, Chicago, IL, mclifford@air.org
Walter Burt, Western Michigan University, Kalamazoo, MI, walter.burt@wmich.edu
Jon Schmidt-Davis, Southern Regional Education Board, Atlanta, GA, jon.schmidt-davis@sreb.org

Area of Focus: Leadership

H02  From Students to Teachers to Schools: Teacher Leadership
Discover how classroom teachers, using skills developed in the AFT Teacher Leaders Program, are changing the course for their colleagues and their students to meet education challenges in the 21st century. Understand the protocols of a flipped classroom and begin designing components of one. Learn how a professional learning community overcame member disengagement by using the focus-point protocol to advance its work. Hear the story of a school closure and gain an awareness of ways in which mass layoffs at struggling schools can lead to instability, anxiety, and other negative outcomes for students and teachers.
Marjorie Brown, American Federation of Teachers, Washington, DC, mbrown@aff.org
Bethany Tipton, Corpus Christi Independent School District, Corpus Christi, TX, bethany09@gmail.com
Erika Angley, New York City Department of Education, New York, NY, erika.angley@gmail.com
Afra Khan, Boston Public Schools, Boston, MA, afra.khan7@gmail.com

Area of Focus: Learning Communities

H03  Leading Schools and Districts Through a STEM Shift
Learn how to plan for shifting into a 21st-century learning design by defining the vision, discovering the entry points into the process, and listing potential partners. Increase awareness of the barriers that may exist and plan for addressing them. Develop an outline of steps into the process or re-evaluate the current process if you are already going through a shift. Identify your district’s or school’s vision for a 21st-century STEM-based learning environment.
Jill Berkowicz, SUNY New Paltz, New Paltz, NY, jillberkowicz@gmail.com

Area of Focus: Student Learning

H04  Redesigning Professional Learning
Learn how IDEO, an innovation and design firm, has used design thinking in schools and districts to provide tools and protocols that serve as resources for addressing professional learning problems of practice. Get a glimpse into the design process IDEO uses to approach all problems and uncover human-centered solutions. Explore how to generate creative ideas and make change happen. Be part of a global movement around design thinking in schools.
Caryn Voskuil, IDEO, San Francisco, CA, cvoskuil@ideo.com
Heather Emerson, IDEO, San Francisco, CA, hemerson@ideo.com

Area of Focus: Learning Designs

H05  Building Trust, Capacity, and Ownership
Increase your ability to make a positive impact on the practices of your colleagues with thoughtful, intentional, and skillful communications. Learn how to converse with colleagues in ways that build trust in relationships, increase teachers’ resourcefulness in making decisions and solving problems, and instill a greater sense of ownership for improving practice. Understand how to ask questions and make word choices that let you differentiate among and address teachers’ various needs.
Heather Clifton, Learning Forward, Denver, CO, heather.clifton@learningforward.org

Area of Focus: Leadership

H06  Shattering Myths of Online and Blended Learning
Prepare to motivate and engage students through high-quality online and blended instruction. Explore the history, the trends, and the benefits of online and blended teaching while shattering the long-established, yet incorrect, myths that seem to orbit online and blended learning. Discuss policy, instructional design, and teacher preparation that best support the online or blended learner and teacher.
Don Lourcey, North Carolina Department of Public Instruction, Raleigh, NC, don.lourcey@ncpublicschools.gov
Leslie Fetzer, North Carolina Department of Public Instruction, Raleigh, NC, leslie.fetzer@ncpublicschools.gov
James Bell, North Carolina Department of Public Instruction, Raleigh, NC, james.bell@ncpublicschools.gov

Area of Focus: Emerging Issues

H07  Continuous Improvement: Creating Your Own Success Story
Discover how to take your district professional development from good to great using a continuous improvement cycle. Explore a variety of quality tools that will assist in creating exceptional professional development. Gain templates that are easy to use, align with Learning Forward’s Standards for Professional Learning, and have powerful results for any population.
Jody Westbrook Bergman, Roanoke, TX, jodywbwestbrook@yahoo.com
Melissa Hernandez, Keller Independent School District, Keller, TX, melissa.hernandez@kellerisd.net

Area of Focus: Leadership
**Concurrent Sessions | Tuesday**

**Set H | Tuesday | December 8, 2015 | 2:15 p.m. – 4:15 p.m.**

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**H08**

**Accentuating the Positive: Coaching That Grows Teacher Talent**

When school districts implement a consistent, effective coaching model, everyone benefits. Understand key elements of highly effective instructional coaching. Learn how two districts have implemented a districtwide coaching model that focuses on the positive to grow their teachers. Gain practical tips for refining or refocusing the coaching efforts in your school or district.

**Rachel Porter**, The Centers for Quality Teaching and Learning, Raleigh, NC, rporter@qtlcenters.org

**Thomas Feller**, Pitt County Schools, Greenville, NC, feller@pitt.k12.nc.us

**Dorie Hall**, Durham Public Schools, Durham, NC, dorie.hall@dpsnc.net

**Pamela Edwards**, The Centers for Quality Teaching and Learning, Raleigh, NC, pedwards@qtlcenters.org

**Tamielle Ramsey**, The Centers for Quality Teaching and Learning, Raleigh, NC, tramsey@qtlcenters.org

**Area of Focus: Implementation**

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**H09**

**Learning Design for High School Classrooms**

Reflect on the qualities of effective teaching in secondary education settings. Receive specific examples of design practices that can have a positive effect on engagement, motivation, and involvement of high school students. Consider ways to improve planning, feedback, observations, and teacher support by maximizing human resources through a focus on instructional design. Discover Web 2.0 and 3.0 applications that can positively impact effective instructional design within a high school classroom.

**Ashlee Brignano**, Keiser University, Fort Lauderdale, FL, abrignano@keiseruniversity.edu

**Kelly Gatewood**, Keiser University, Fort Lauderdale, FL, kgatewood@keiseruniversity.edu

**Area of Focus: Learning Designs**

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**H10**

**Differentiated Professional Learning: Building Capacity**

Learn how a suburban/mid-urban school district designs and facilitates effective professional learning that results in engaging and innovative experiences and profound student learning. See how to align learning designs and communication strategies with outcomes through academies, series, coaching circles, online courses, and blended courses. Use data to build a picture and inform decisions. Deepen your knowledge and skills to facilitate and design learning for adults.

**Michelle King**, Lewisville Independent School District, Lewisville, TX, kingma@lisd.net

**Shawna Miller**, Lewisville Independent School District, Lewisville, TX, millersh@lisd.net

**Angela Hinkelman**, Lewisville Independent School District, Lewisville, TX, hinkelmana@lisd.net

**Tammy Snively**, Lewisville Independent School District, Lewisville, TX, snivelytj@lisd.net

**Area of Focus: Learning Designs**

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**H11**

**Art Builds Creativity and Critical Thinking**

Discover how weaving arts-infused education into your professional development helps build educators’ creative capacity and encourages them to use art to build students’ 21st-century skills. Explore what creativity means and how art builds critical thinking skills and increases student engagement. Learn how to deliver arts-infused professional development for principals, teachers, and coaches. Gain an introduction to the free Champion Creatively Alive Children Program developed by Crayola and NAESP.

**Wanda Gray**, Crayola, Laurel, MD, wgray@crayola.com

**Eileen Cave**, Prince George’s County Public Schools, Hyattsville, MD, ecafeart@aol.com

**Area of Focus: Leadership**

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**H12**

**Don’t Let the Tool Become the Rule**

Learn how a Title I elementary school with a predominantly English-as-second-language population utilized the professional learning communities framework and a Plan-Do-Study-Act process to reframe, restructure, and reorganize their language arts block to maximize student engagement and learning. Discover and utilize tools to analyze data and evaluate current literacy structures and resources that can be used to ascertain program effectiveness. Discuss, evaluate, and analyze your current literacy school practices and resources and their impact on student learning.

**Nathaniel Provencio**, Prince William County Schools, Woodbridge, VA, provennc@pwcs.edu

**Jan Smith**, Prince William County Schools, Woodbridge, VA, smithjt@pwcs.edu

**Ashley Bencivenga**, Prince William County Schools, Woodbridge, VA, bencivar@pwcs.edu

**Robyn Walker**, Prince William County Schools, Woodbridge, VA, walkerra@pwcs.edu

**Deborah Ellis**, Prince William County Schools, Woodbridge, VA, ellisdt@pwcs.edu

**Amy Simpson**, Prince William County Schools, Woodbridge, VA, simpsoaw@pwcs.edu

**Area of Focus: Emerging Issues**

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**H13**

**Building and Supporting Leadership Teams to Transform Schools**

School leadership teaming is an effective way to build broad ownership for transforming schools. Hear how New York City’s Leadership Academy and the Rhode Island Department of Education collaborated to support school turnaround using a model for fostering the growth and actions of school-based leadership to improve schools and increase student learning and performance. Identify the ways in which research-based, year-long school leadership team professional development, including a summer institute, school year workshops, and coaching, can build capacity to transform practice and turn around schools.

**Kathleen Nadurak**, New York City Leadership Academy, Long Island City, NY, knadurak@nycleadershipacademy.org

**Liliana Polo-McKenna**, New York City Leadership Academy, Long Island City, NY, lpolo-mckenna@nycleadershipacademy.org

**Area of Focus: Leadership**
Concurrent Sessions | Tuesday
Set H | Tuesday | December 8, 2015 | 2:15 p.m. – 4:15 p.m.

H14
21st-Century Professional Development
Examine a cohort model of research-based professional development that is changing the culture of secondary science teachers across a school district. See how to utilize the strengths of teachers to both build their capacities as leading teachers and to help move all teachers forward in their understanding and use of discourse, critical and creative thinking, and higher-level performance-based tasks. Understand the characteristics of research-based professional development, the benefits of collaborative networks of teachers that work together, and the importance of using student-centered learning techniques with teachers.

Charles Sabatier, Fairfax County Public Schools, Fairfax, VA, chsabatier@fcps.edu
Linda Peterson, Fairfax County Public Schools, Fairfax, VA, lkpeterson@fcps.edu
Area of Focus: Learning Designs

H15
Lessons Learned: Establishing a Response to Intervention Framework
Examine the essential elements of establishing a Response to Intervention framework that values collaboration, ongoing assessment, and flexible, targeted interventions. Explore the lessons learned in schools and districts, establishing this culture of response. Receive numerous resources and artifacts to assist in the development of your own response model. Establish school or district priorities and next steps relating to establishing a framework of responsiveness.

Kurtis Hewson, University of Lethbridge, Claresholm, AB, Canada, kurtis.hewson@jigsawlearning.ca
Lorna Hewson, Livingstone Range School Division, Claresholm, AB, Canada, lorna.hewson@jigsawlearning.ca
Area of Focus: Leadership

H16
Inclusive Practices: Co-Teaching Cadre of Instructional Leaders
Discover how a professional learning community of co-teaching teams (special education and English language learners) learned and implemented evidenced-based practices. Review co-teaching models, Universal Design for Learning, and differentiated instruction to help teacher leaders effectively co-plan, co-teach, and co-assess. Leave with strategies, resources, and protocols to engage co-teachers in a systematic, reflective, and collaborative process examining inclusive classroom practices for diverse learners.

Savanna Flakes, Alexandria City Public Schools, Annandale, VA, savanna.flakes@acps.k12.va.us
Jennifer Hamilton, Alexandria City Public School, Annandale, VA, jennifer.hamilton@acps.k12.va.us
Area of Focus: Learning Communities

H17
Leadership, Simplified: High-Performance Habits for Complex Environments
Recent research shows that the many decisions we make each day affect our willpower, energy level, and the quality of our subsequent decisions. Identify the aspects of your work with the greatest cognitive demand and create a “willpower budget” that allows you to develop habits to help streamline your routine work, stay productive, and maximize your impact. Understand the latest research on willpower and ego depletion; examine implications for improving decision quality, increasing productivity, and reducing stress. Identify and eliminate barriers to rapidly, and reliably, ranking and choosing among competing obligations.

Justin Baeder, The Principal Center, Heber Springs, AR, justin.baeder@gmail.com
Kiya Hunt, Canal Winchester Local Schools, Canal Winchester, OH, khunt@cwls.us
Area of Focus: Leadership

H18
Fostering Data Conversations for School Improvement
See how a partnership with Regional Educational Laboratory Appalachia and Metro Nashville Public Schools is building middle school educators’ capacities to engage in data-informed collaborative inquiry to improve instruction and student outcomes. Gain an overview of the project as middle school administrators share effective processes for fostering data conversations for school improvement within their buildings. Share best practices for building stakeholder capacity to implement data-informed collaborative inquiry in your setting.

Margie Johnson, Metropolitan Nashville Public Schools, Nashville, TN, margie.johnson@mnps.org
Erin Anderson, Metropolitan Nashville Public Schools, Nashville, TX, erin.anderson@mnps.org
Shelly Dunaway, Metropolitan Nashville Public Schools, Nashville, TX, shelly.dunaway@mnps.org
Craig Hammond, Metropolitan Nashville Public Schools, Nashville, TX, craig.hammond@mnps.org
Mary Laurens Seely, Metropolitan Nashville Public Schools, Nashville, TN, mary.seely@mnps.org
Area of Focus: Data

H19
Accelerating the Development of School Leaders Through Mentoring
Discover a comprehensive mentoring program aimed at increasing school leader capacity to improve teaching and learning. Learn about tools, resources, and innovative delivery platforms that increase leadership effectiveness resulting in positive outcomes for the entire system. See how to improve and broaden knowledge and skill sets through mentoring; provide a shorter learning curve and enhance job satisfaction for school leaders.

Hayley Norman, Metajourn, Tampa, FL, hnorman@metajourn.com
Stephanie Melnick, Metajourn, Tampa, FL, smelnick@metajourn.com
Area of Focus: Leadership

Register Online Today. www.learningforwardconference.org/annual15
H20 Creating and Maintaining a Culture of Educator, Leader, and Community Activism

Advance the cause of social justice by developing a culture of educator, leader, and community activism. Learn ways to advocate, mobilize, and organize to create successful campaigns around educational issues leading to action. Create plans around educational issues supporting student learning and act on social justice initiatives as an educator activist who engages in collective action to identify and address pivotal issues in public education reform.

Linda Cabral, National Education Association, Gaithersburg, MD, lcabral@nea.org

Area of Focus: Emerging Issues

H21 Using Appreciative Inquiry to Generate School Success

Learn how a school system appropriated the philosophical underpinnings and practical applications of appreciative inquiry, using strengths-based planning, to generate school improvement and success. Gain exposure to an effective coaching model that is useful in both peer coaching and supervisory relationships. Engage in skill-building opportunities and gain resources and protocols. Develop the wherewithal to utilize these skills in your local school settings.

Kathleen Pietrasanta, Center for School Transformation, Williamsburg, VA, k.pietrasanta@gmail.com

Eric Stone, Hampton City Schools, Hampton, VA, estone@hampton.k12.va.us

Area of Focus: Leadership

H22 Administrative Instructional Rounds: School and Central Office Administrators

Learn a practical application for using instructional observation rounds to provide effective feedback to teachers and to identify best practices and glean improvement. Examine the instructional rounds process, observation protocols, and ways to create engaging dialogue among teachers and administrators incorporating John Hattie’s three feedback questions: “Where are you going?” “How are you going?” “Where to next?” Create a collaborative observation process between central office and school-based administrators to guide the evaluation of teachers.

Lynda Hickey, Winchester Public Schools, Winchester, VA, lyndahickey@netzero.net

Area of Focus: Leadership

H23 Maximizing Coaching Success

Coaching accelerates change. Understand that coaching programs require a strong infrastructure that defines roles and responsibilities of coaches and those who support and supervise them; policies, parameters, and processes that guide the operations; and ongoing assessment and evaluation. Examine the components of a strong infrastructure and analyze your own coaching program for existence of such components.

Joellen Killion, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org

Cindy Harrison, Learning Forward, Broomfield, CO, cindyharrison@learningforward.org

Area of Focus: Leadership

H24 Increased Student Achievement Through Close Reading and Writing

Learn how an elementary school increased student achievement through close reading and writing instruction, achieved their highest student scores to date, and moved to collaborating with other schools to grow the work together. Hear the journey of structured collaboration: the data collection, analysis process, and increased teacher leadership. Examine an evidence-based approach for teaching writing, and take home tools to use immediately in your school.

Susan O’Neil, Worcester Public Schools, Worcester, MA, oneilsp@worc.k12.ma.us

Leslie Lued, Wellesley, MA, leslielaud@gmail.com

Debra Mantyla, Worcester Public Schools, Worcester, MA, mandyld@worc.k12.ma.us

Lisa Regele, Worcester Public Schools, Worcester, MA, regelel@worc.k12.ma.us

Amy Benoit, Worcester Public Schools, Worcester, MA, benoit@worc.k12.ma.us

Michelle Maloney, Worcester Public Schools, Worcester, MA, maloneym@worc.k12.ma.us

Colleen Dyer, Worcester Public Schools, Worcester, MA, dyer@worc.k12.ma.us

Area of Focus: Student Learning

H25 Social Media for School and System Leaders

Explore a variety of social networking applications you can use to grow your professional learning network, promote your school, engage parents, and make learning visible in your school. Engage in active hands-on practice and learn how to implement the use of a variety of social media tools. Consider the benefits and challenges of using social media to engage and promote your learning organization. Bring your own device to fully participate in this session.

Ann Marie Luce, Thames Valley District School Board, London, ON, Canada, a.luce@tvdsb.on.ca

Susan Bruyns, Thames Valley District School Board, London, ON, Canada, s.bruyns@tvdsb.on.ca

Dave Fife, Thames Valley District School Board, London, ON, Canada, d.fife@tvdsb.on.ca

Area of Focus: Leadership

H26 How Humor and Improvisation Engage and Motivate Everyone

Humor, laughter, and improvisation engage the brain and body; enhance concept attainment and retention; reduce stress, anger and depression; and improve collaboration, creativity, and communication. Experience the use of humor, laughter, and improvisation to create collaborative teaching and learning strategies for any group of learners. Engage in interactive laughter and improvisational exercises that utilize kinesthetic and dramatic arts approaches to learning. Gain an overview of the research that explains the efficacy of using humor, laughter, and improvisation in successful teaching, learning, and living.

Jim Winter, Wavelength, Chicago, IL, winwave@aol.com

Rochelle Winter, Wavelength, Chicago, IL, rwinter28@gmail.com

Area of Focus: Learning Communities
Concurrent Sessions | Tuesday

Set H | Tuesday | December 8, 2015 | 2:15 p.m. – 4:15 p.m.

**H27**

#edcampLF: Own Your Professional Learning With Edcamp

What better way to learn about the Edcamp model than to experience it for yourself? Join us for Edcamp Learning Forward (#edcampLF) and find out why educators around the world are engaging in this organic, participant-driven, and fun model of professional learning. Leave with an understanding of how Edcamp supports adult learning theory and how you can implement this model in your own school, district, or beyond.

Amy Vitala, Cobb County School District, Mableton, GA, amy.vitala@cobbk12.org

*Area of Focus: Learning Designs*

**H28**

The Mentoring Continuum: Leader Development to Student Success

Discover innovative mentoring strategies used by a large, urban school district to accelerate the development of principals. Investigate high-impact strategies for replication, including differentiated professional development, targeted mentorship aligned to leader standards, digital tools for capturing coaching conversations, and program evaluation to determine mentor impact. Analyze compelling data that supports the conclusion that effective mentoring increases leader effectiveness and fosters student success.

Chandra Walker, Gwinnett County Public Schools, Suwanee, GA, chandra_young_walker@gwinnett.k12.ga.us
Karen Bryant, Gwinnett County Public Schools, Suwanee, GA, karen_c_bryant@gwinnett.k12.ga.us

*Area of Focus: Leadership*

**H29**

Engaging, Effective Strategies and Assessments to Teach Writing

Learn about engaging and effective strategies and assessments that contribute to well-organized and developed student writing products for grades 4-10. Increase your inventory of activities and strategies to embed in lesson design for writing. Experience ways to increase the rigor in writing instruction and articulate various ways in which students can actively engage in content.

Kathy Glass, Glass Educational Consulting, Woodside, CA, kathyg@kathyg.com

*Area of Focus: Learning Designs*

**H30**

Closing the Engagement Gap

Discover how colleagues are orchestrating learning environments that are alive with productive activity and excited student voices. Explore innovative strategies and approaches that captivate attention and promote curiosity, originality, and collaboration. Build capacity to move colleagues and students beyond initial excitement to mastery of performance standards and the application of 21st-century skills in rigorous and relevant ways.

Bruce Oliver, Just ASK Publications, Burke, VA, bruce.oliver@justaskpublications.com
Maria De Le Torre Eck, Fairfax County Public Schools, Annandale, VA, mveck@fcps.edu

*Area of Focus: Student Learning*

**H31**

Digital Leadership and Learning

Learn how to harness the power of digital tools to improve communications, enhance public relations, establish a brand presence, improve student learning, transform learning spaces, discover opportunity, and grow professionally. Integrate digital tools into the classroom to increase student engagement and enhance learning. Leave with practical, cost-effective strategies that help leaders develop essential skill sets using technology to create an innovative school culture to improve and celebrate the achievement of all students.

Eric Sheninger, International Center for Leadership in Education, Rexford, NY, e.sheninger@gmail.com

*Area of Focus: Leadership*

**H32**

Classroom Management: Dispelling Myths and Mentoring Beginning Teachers

Classroom management makes a significant impact on student learning. Yet, management is also a major struggle for beginning teachers. Identify common misconceptions and several key issues that hinder beginning teacher’s ability to effectively manage a classroom. Analyze a practical model for deconstructing the complexities involved in classroom management. Discuss how this model can serve as a springboard for effective mentoring.

Tracey Garrett, Rider University, Lawrenceville, NJ, tgarrett@rider.edu

*Area of Focus: Learning Communities*

**H33**

Promoting Organizational Learning Through Shared Leadership

Learn how a successful urban charter school engages in shared leadership in order to promote and sustain organizational learning. Discover how to sustain school attention on one adaptive change that results in deeper learning for students and higher test scores. Consider structures used to analyze data to ensure school focus on deeper learning. Create team action plans for next steps in developing and sustaining shared instructional leadership teams.

Elaine Hou, Two Rivers Public Charter School, Washington, DC, eh@tworiverspcs.org
Jeff Heyck-Williams, Two Rivers Public Charter School, Washington, DC, jheyckwilliams@tworiverspcs.org

*Area of Focus: Leadership*

**H34**

Owning Our Learning Through Personalized Professional Development

Learn how to maximize resources to create meaningful, high-impact professional learning. Explore the process of using a macro-micro approach to staff development to establish effective and meaningful professional learning communities that empower school leaders to become leaders for learning within their own departments and teams. Discover ways to transform professional development by creating authentic, personalized, relevant, and engaging learning experiences in response to the implementation of the Common Core; result in thinking about content with a new or expanded perspective.

Barbara Carlstrom, Montgomery County Public Schools (MCPS), Rockville, MD, barbara.carlstrom@mcpsmd.org
Yong-Mi Kim, MCPS, Rockville, MD, yong_m_kim@mcpsmd.org
Darshan Jain, MCPS, Rockville, MD, darshan_k_jain@mcpsmd.org
James Brameyer, MCPS, Rockville, MD, james_brameyer@mcpsmd.org

*Area of Focus: Implementation*
Concurrent Sessions | Tuesday

Set I | Tuesday | December 8, 2015 | 2:15 p.m. – 3:15 p.m.

101 Guiding Collaborative Teams Through Infancy and Growth
Discover how a large high school developed roles for staff members, resources for teacher efficacy and leadership, and an expanded rationale for continued collaboration. Build capacity for facilitators through coaching and professional development. Identify productive language, protocols, and structures for successful meetings.

David Goldfarb, Fairfax County Public Schools, Fairfax, VA, david.goldfarb@fcps.edu
Maureen Keck, Fairfax County Public Schools, Fairfax, VA, maureen.keck@fcps.edu

Area of Focus: Learning Communities

102 Tapping Genius and Multiplying Instructional Leadership Through Induction
Learn how to turn your induction program into a multiplier. Cultivate and utilize the native genius of teachers at all levels, and help multiply and build—from the ground up—a high-quality workforce of instructional leaders. Create a journey map to see potential avenues and roadblocks to using induction supports as a multiplier for talent and instructional leadership.

Amy Cordes, Frederick County Public Schools, Walkersville, MD, amy.cordes@fcps.org

Area of Focus: Leadership

103 AR You Ready?
Explore new augmented reality (AR) apps in this fun scavenger hunt. Discover several apps that are breaking boundaries in technology and connecting fun with individual learning experiences. Articulate top resources in the trending area of AR. Apply technology tools that are found in classrooms across the country to solve real issues in learning.

Jaime Donally, Richardson Independent School District, Carrollton, TX, jaime@donally@yahoo.com

Area of Focus: Emerging Issues

104 Grit Happens
Share one school’s journey to intentionally embed the concepts of grit and growth mindset into school culture and assess their effectiveness in raising achievement for economically disadvantaged students. Examine the impact of a Learning Forward Foundation scholarship on an action plan for student achievement. See how to apply for foundation scholarships and use that process in professional learning communities to study an emerging concept and extend the work by focusing on students in poverty to increase student achievement.

Vanessa Stuart, Lewisville Independent School District, Lewisville, TX, stuarts@disd.net

Area of Focus: Resources

105 Lets Talk: It’s All About Differentiated Coaching
Learn about the creation and implementation of a coaching progression. Examine factors that can contribute to teacher effectiveness, such as teacher tracks, coaching hours, coaching observations, and professional development and how that has a direct impact on student performance. Understand the value of online professional development modules that assist teachers and instructional leaders with self-paced progress. Engage in a data-dive summary of coaching hours, based on teacher tracks.

Natasha Parrilla, AppleTree Early Learning Public School Charter, Washington, DC, natasha.parrilla@appletreeinstitute.org
Lindsey Johnson, AppleTree Early Learning Public School Charter, Washington, DC, lindsey.johnson@appletreeinstitute.org

Area of Focus: Data

106 Transform Education: Blended and Online Learning
See how to transform education through the power of blended and online learning. View examples showing how to integrate online learning components into instruction for student achievement and increase graduation rate. Extend professional learning during the workday and after hours for staff.

Reginald Fox, York County School Division, Yorktown, VA, rfox@ycsd.york.va.us
Gary Lupton, York County School Division, Yorktown, VA, glupton@ycsd.york.va.us

Area of Focus: Implementation

107 Professional Learning Communities: The Efficacy of Your Learning Culture
Learn and explore various techniques and strategies for establishing and sustaining a culture that advances teacher learning and student achievement. Apply collaborative techniques and inventory tools to authentic educational scenarios. Share, examine, and discuss various examples of organizational structures that support collaborative learning and build collective capacity within the classroom, school, or at the district level. Assess the efficacy of your current culture of collaborative learning.

Margaret Pfaff, Carroll County Public Schools, Westminster, MD, mepfaff@carrollk12.org
Janetta Jayman, Carroll County Public Schools, Westminster, MD, jjjayma@carrollk12.org

Area of Focus: Learning Communities

108 Using Shared Inquiry Discussions to Boost Literacy
Hear about the power of using a shared inquiry discussion method through which students of all ages can boost their literacy and critical thinking. Learn how a large urban district has introduced a supplementary reading and thinking program in 60 of its schools. Gain strategies that can be easily embedded in a literacy setting that aims at developing students’ abilities in listening, speaking, and writing in addition to critical thinking and reading comprehension.

Matthew Reif, District of Columbia Public Schools, Washington, DC, matthew.reif@dc.gov
Deb Bowles, Great Books Foundation, Chicago, IL, deb.bowles@greatbooks.org

Area of Focus: Student Learning
Closing the Gap With Blended Learning Programs
Discover how a blended learning program for an online middle school and high school provides academic intervention and enrichment for students who attend the Blended Learning Center in Chandler, Arizona. Examine data related to student achievement and grade-level progress, as well as the learning design paradigm implemented in this setting. Create a viable model that could be applied in your own school context.

Kevin Thrasher, Primavera Online, Chandler, AZ, kevin.thrasher@primaveraitech.org
Mori Creamer, Primavera Online, Chandler, AZ, mori.creamer@primaveraitech.org
Area of Focus: Learning Designs

Transforming Knowledge Into Learning: Building High-Expertise Teaching
Identify and discuss district conditions that are needed for creating a culture of high-expertise teaching. Participate in root-cause analysis of the conditions that undermine organizational learning as it affects high-expertise teaching. Develop an action plan to anticipate and combat these challenges.

Nichole Jackson, Virginia Beach City Public Schools, Virginia Beach, VA, njackson@gwmail.gwu.edu
Marla Dean, Chavez Public Charter Schools, Washington, DC, marlamdean87@gmail.com
Area of Focus: Learning Designs

Project-Based Learning for a Culture of Excellence
Discover how the use of a project-based learning (PBL) framework amplifies teaching and student learning. Engage in the protocols and practices associated with building capacity to sustain a culture that supports PBL. Understand the elements necessary for a successful PBL culture and leave with an action plan for how to incorporate the essential elements of PBL into everyday teaching and learning.

Rhonda Hill, Buck Institute for Education, Havertown, PA, rhondaleehill@gmail.com
Autumn Nabors, Chesterfield County Public Schools, Richmond, VA, autumn_nabors@ccpsnet.net
Area of Focus: Student Learning

Teacher Technology Institute Impacts Student Achievement and Engagement
Learn how an urban school district is helping teachers discover ways to integrate technology into their daily teaching practice. See how the creation of a sustainable professional learning community has become a conduit for change, enabling teachers to learn to use current and developing technologies in classrooms as instructional tools to improve student achievement and engagement. Leave with tools and resources to engage teachers to shift daily instructional strategies to engage and improve student performance.

Carmella Doty, Prince George’s County Public Schools, Riva, MD, carmelladoty@gmail.com
Renee Henderson, Prince George’s County Public Schools, Landover, MD, rhender@pgcps.org
Darlene Bruton, Prince George’s County Public Schools, Capitol Heights, MD, darlene.bruton@pgcps.org
Edrika Hall, Prince George’s County Public Schools, Capitol Heights, MD, edrika.hall@pgcps.org
Area of Focus: Learning Communities

Distributed Leadership: Share the Wealth
Learn how distributed leadership principles have been applied in a large, diverse elementary school with a roughly 30% free-and-reduced-lunch population in an urban setting. Review the seminal work significant to distributed leadership as applied to a school culture and student achievement. Apply an organizational structure to your own academic setting to support an implementation plan.

Lynne Wright, Arlington Public Schools, Arlington, VA, lynne.wright@apsva.us
Rebecca Irwin Kennedy, Arlington Public Schools, Arlington, VA, rebecca.kennedy@apsva.us
Area of Focus: Leadership
Concurrent Sessions | Tuesday

Set J | Tuesday | December 8, 2015 | 3:30 p.m. – 4:30 p.m.

J01 Mentoring: Empowering Career Switchers for Success
Mentoring is an important professional development initiative for alternative-route teachers. See how establishing collegial mentoring empowers first-year, alternative-route teachers and makes an impact on teacher performance. Explore mentoring models, practical strategies, and instructional support to improve teacher efficacy.

Gwendolyn Perkins, Richmond City Public Schools, Richmond, VA, gperkins@richmond.k12.va.us

Area of Focus: Leadership

J02 Building a Culture of Professional Learning to Support [Insert School Goal Here]
Explore structures of job-embedded professional learning that enhance teacher practice, promote collaboration, and encourage teacher reflection in order to build a sustainable culture focused on continual improvement. Experience the benefits of a learner-centered environment that engages all participants in authentic and research-based strategies. Become empowered to open doors and minds, and apply these practices in any school.

Maggie Toolin, Baltimore County Public Schools, Baltimore, MD, mtoolin@bcps.org

Area of Focus: Learning Designs

J03 Using Video for Professional Growth
Learn how teachers, coaches, and administrators can all use video to build their own capacities. Explore the Sibme video- and resource-sharing platform designed to improve teaching and learning, and see how educators are using it for professional growth in a variety of ways. Experience how teachers can use video in a cycle of continuous improvement of teaching and learning.

Karen Ritter, Leyden High School District 212, Franklin Park, IL, knitter@leyden212.org

Ben Collins, Maine Township District 207, Des Plaines, IL, bcollins@maine207.org

Kari Stutzman, Leyden High School District 212, Franklin Park, IL, kstutzman@leyden212.org

Jen Thomas, Leyden High School District 212, Franklin Park, IL, jthomas@leyden212.org

Area of Focus: Implementation

J04 Engagement and Inquiry-Based Learning
Learn how engaging students in inquiry-based learning results in reduced classroom management problems, improved achievement, and prepares them for college, career, and the global challenges. Discover the basics of inquiry-based learning and its application.

Rima Garg, Prince George’s County Public Schools, Oxon Hill, MD, rima.garg@pgcps.org

Kenneth Barrie, Prince George’s County Public Schools, Upper Marlboro, MD, kenneth.barrie@pgcps.org

Area of Focus: Student Learning

J05 The Push and Pull of Leadership
Leaders are the most unique common denominator of schools. Talking the talk and walking the walk calls for leaders at all levels to experience, understand, then embrace a leadership reality in K-12 schools. Consider what leaders must know: How and when to push and pull. Share a powerful framework for leadership development as well as steps for implementing, monitoring and evaluating.

Heather Peterson, Hampton City Schools, Hampton, VA, hpetersen@hampton.k12.va.us

Rashard Wright, Virginia Beach City Schools, Virginia Beach, VA, rashard.j.wright@gmail.com

Area of Focus: Leadership

J06 Grow Teachers, Grow Students: Campus Professional Development That Works
Hear how campus leaders used student and teacher performance data to develop learning goals for their schools based on the specific needs of students and teachers. Learn how these school leaders worked to narrow the focus of their staff development to improve teacher and student performance. Receive templates and processes that helped district leaders move campus-level professional development to a data-driven, sustained learning effort.

Karen Nix, Mesquite Independent School District, Mesquite, TX, knix@mesquitesisd.org

Area of Focus: Learning Designs

J07 End the Isolation: Professional Learning Communities, Measurement Models, and Standards
See how one high school used a student learning objectives (SLO) process to ensure alignment between instruction and college- and career-ready standards by building a culture of collaboration and providing purposeful professional development. Recognize the importance of using an SLO process as a universal tool to ensure that instruction is aligned with all standards and has an impact on school improvement planning and school- or system-based professional development.

Joseph Collins, Harford County Public Schools, Bel Air, MD, joseph.collins@hcps.org

Jayme Harget, Harford County Public Schools, Bel Air, MD, jayme.harget@hcps.org

Tammy Taylor, Harford County Public Schools, Bel Air, MD, tammy.taylor@hcps.org

Jeanne Donlick, Harford County Public Schools, Bel Air, MD, jeanne.donlick@hcps.org

Monica Chiveral, Harford County Public Schools, Bel Air, MD, monica.chiveral@hcps.org

Area of Focus: Learning Communities

Register Online Today. www.learningforwardconference.org/annual15
J08  🏗️  
**Removing Barriers to Learning: An Integrated Support Model**
Learn how a K-12 district developed an integrated student-support model by building teacher capacity, engaging in professional learning communities, and using data analysis. See how to address disparities among subgroups by working collaboratively and across disciplines. Have a working knowledge on how to start a family support center designed to improve school climate and academics.
*Linda Binion*, Spotsylvania County Public Schools, Spotsylvania, VA, lbinion@spotsylvania.k12.va.us  
*Kelly Fitzgerald*, Greece Central School District, Rochester, NY, kelly.fitzgerald@greececsd.org

**Area of Focus: Learning Communities**

J09  🎼
**The Impact of Distributive Leadership on School Culture**
See distributive leadership in action with real-time approaches from a Blue-Ribbon high school. Think outside the box in your approach to managing teachers, instruction, and learning. Leave with reflections and plans for changing your school culture through distributive leadership.
*Stasha Swartz*, Washington County Public Schools, Boonsboro, MD, stashawest@gmail.com  
*Michael Chilcatt*, Washington County Public Schools, Smithsburg, MD, chilcmtc@wcps.k12.md.us

**Area of Focus: Leadership**

J10  🌟
**The 1:1 Roadmap: Shifting School Culture**
Articulate steps needed to support a large- or small-scale technology implementation. Engage colleagues in conversations around technology initiatives and facilitate professional learning opportunities. Leave with an understanding of how schools, before bringing in technology, must plan and prepare for a shift in thinking about instructional design, classroom practice and management, and how to motivate and challenge students every day.
*Andrew Marcinek*, Grafton Public Schools, Brighton, MA, andymarcinek@gmail.com

**Area of Focus: Implementation**

J11  🎉
**Implementing Highly Effective Induction Programs With Limited Resources**
Learn how to design, structure, and implement a complete induction program to increase new educator effectiveness. See how to effectively use various learning communities and designs to make the most of limited time, finances, and human resources. Receive strategies and ideas on how to implement and sustain a differentiated induction program.
*Jeff Alisaukas*, Carroll County Public Schools, Westminster, MD, jjalisa@carrollk12.org  
*Jamie Weaver*, Carroll County Public Schools, Westminster, MD, jhweave@carrollk12.org

**Area of Focus: Resources**

J12  🌟
**Learning Forward Academy: The Ultimate Learning Community**
Ever wonder about the Learning Forward Academy? Learn first-hand about the Learning Forward Academy from graduates of Academy 2015. Explore the standards-based work and engage in informal conversations with us about our Academy experience and its impact on our professional and personal lives.
*Susan Millionies*, interACT design group, Waxhaw, NC, sminteractdesign@gmail.com

**Area of Focus: Learning Communities**

J13  🌟
**A Model for Effective Instruction**
See how one school division developed and implemented a model for effective instruction to develop common language and expectations. Focus on student engagement as the key to establishing and implementing a system for professional learning, monitoring, and feedback to increase student achievement.
Empower your instructional leaders with strategies to improve instruction by providing feedback to teachers.
*Jonathan Schulz*, Montgomery County Public Schools (Virginia), Christiansburg, VA, jschulz@mcps.org  
*Sharon Zuckerwar*, Montgomery County Public Schools (Virginia), Christiansburg, VA, szuckerwar@mcps.org  
*Patricia Gaudreau*, Montgomery County Public Schools (Virginia), Christiansburg, VA, pgaudreau@mcps.org

**Area of Focus: Implementation**

J14  🎉
**Building Critical Mass: Systemic Change for Growth**
Learn how a large school system implemented a systemic and sustainable plan with supporting activities to build critical mass in the implementation of differentiated instruction and other best practices. See video clips of teachers using engaging and differentiated strategies. Analyze data and the feedback loop, which is used in the performance process and shows the evolution of teacher practice and its impact on student performance.
*Bobbi Pedrick*, Anne Arundel County Public Schools, Annapolis, MD, bpedrick@aacps.org

**Area of Focus: Implementation**

J15  🎉
**Dedicated Exhibit Hall Time: Resources for Successful Implementation**
Time has been reserved in this session to visit the Exhibit Hall. Engage in one-on-one conversations with exhibitors and vendors. Spend time perusing and viewing the exhibits or attend vendor demonstrations in the Technology Showcase. Learn about the latest technology tools that can be used to support professional learning at the school or district level.

**Area of Focus: Resources**

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**Concurrent Sessions | Tuesday**

**Set J | Tuesday | December 8, 2015 | 3:30 p.m. – 4:30 p.m.**
**Thought Leader Lectures | Wednesday**

**TL10 & TL11 | Wednesday | December 9, 2015 | 8 a.m. – 9 a.m.**

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**TL10**

**Thought Leader Lecture: Leadership to Foster Peak Performance**

*Wednesday, December 9, 2015 from 8 am - 9 am*

To make substantial gains in student learning, schools need dynamic, responsive, and actionable professional learning within a climate of constant growth. This is easy to claim and arduous to achieve. Learn how to position teachers in your system to thrive by drawing on a synthesis of leadership qualities, informative research, teacher voice, and practical experience. Discover the guideposts to and hazards of reaching a personalized, yet collaborative, teacher learning environment. Navigate the crossroads of theory and practice to emerge a more effective leader who has thoughtfully considered how to empower teachers, the linchpin to student learning.

**Sean McComb**, Baltimore County Public Schools, Baltimore MD, smccomb@bcps.org; @Mr_McComb

Sean McComb is a classroom English teacher and professional learning leader for Baltimore County Public Schools. He was selected as the 2014 National Teacher of the Year and spent a year in service to the profession as a speaker, presenter, and panelist across the nation and abroad. Prior to selection, McComb served as a curriculum writer, cultural exchange chaperon, AVID coordinator, and staff development teacher for Baltimore County Public Schools, and taught as an adjunct at Towson University’s School of Education. McComb has contributed to *Go Teach and Educational Horizons* magazines, *The Huffington Post* and *EdWeek*. His work in the classroom has been covered by CBS News and The Teaching Channel.

**Area of Focus: Leadership**

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**TL11**

**Thought Leader Lecture: Teacher Preparation in a Time of Change**

*Wednesday, December 9, 2015 from 9 am - 10 am*

Today’s teachers face an array of challenges. Find out what the American Association of Colleges for Teacher Education (AACTE), a national alliance of educator preparation programs, is doing to ensure that college graduates who enter the teaching profession are high quality and ready to teach all learners. Find out about AACTE’s reform and advocacy efforts to build the capacity of new teachers for innovation and effective classroom practices.

**Sharon Robinson**, American Association of Colleges for Teacher Education, Washington, DC, srobinson@aacte.org

Sharon Robinson has served as president and CEO of the American Association of Colleges for Teacher Education since 2005. Robinson was formerly president of the Educational Policy Leadership Institute of the Educational Testing Service (ETS). She also served as that organization’s senior vice president and chief operating officer, and as vice president for teaching and learning and for state and federal relations. Before joining ETS, Robinson was assistant secretary of education with the U.S. Department of Education’s Office of Educational Research and Improvement (now the Institute of Education Sciences). She also held a variety of leadership positions at the National Education Association, including director of the National Center for Innovation, NEA’s research and development arm.

**Area of Focus: Emerging Issues**

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“**As a first year principal, I firmly believe that there is no better opportunity for the learning, growth, and collaboration that I experienced in my days at the Learning Forward [Annual] Conference. I look forward to next year in DC.**”

— Jason Cathey, 2014 Annual Conference attendee

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**Conference Icons**

Special symbols provide additional information for conference attendees. These sessions are marked with icons. Most sessions are appropriate for all attendees.

- **BASIC** for participants with limited background in the content.
- **ADVANCED** for attendees who have knowledge of the session content.
- **Sessions** that have content and skills for educators serving TITLE 1 populations are designated this way.
- **Explore PD REDESIGN in sessions marked with this icon.**
- **Common Core State Standards will be found in these sessions.**
- **Sessions appropriate for SUPERINTENDENTS are flagged with this icon.**
- **Sessions where participants should BYOD—Bring your own device.**
- **Gain a global perspective in sessions marked with this icon.**
- **Wallace Foundation sessions are provided with the support of our conference sponsor and partner.**
K01
Learning Forward Forum for Academy Graduates
Yong Zhao will engage Academy graduates in a discussion focused on school improvement. In addition to sharing key ideas from some of his books, including *World Class Learners: Educating Creative and Entrepreneurial Students* (Corwin, 2012) and *Who's Afraid of the Big Bad Dragon: Why China Has the Best (and Worst) Education System in the World* (Jossey-Bass, 2014), Zhao will respond to Academy grad’s specific questions. This session represents a wonderful opportunity for Academy alumni to engage directly with our Wednesday keynote speaker. This session is for former and current Academy members.

Yong Zhao, University of Oregon, Eugene, OR, robert@thespeakeragency.com

Area of Focus: Leadership

K02
Fostering 21st-Century Skills Using OneNote
Learn how to use Microsoft’s OneNote to develop student communication, collaboration, problem-solving, and technology literacy skills. Investigate various uses for OneNote in the classroom from student workbook to ePortfolio. Discover free Microsoft tools that will increase the power of your students' OneNote digital notebooks.

Tiffany Thompson, Thompson EdTech Consulting, Baltimore, MD, thompsonedtech@outlook.com

Morrell Thompson, District of Columbia Public Schools, Washington, DC, morrell.thompson@d.c.gov

Area of Focus: Resources

K03
Digital Badges and Professional Learning
Digital badges are becoming more popular than ever and are being offered everywhere. See how to leverage the appeal and create professional development that teachers can access when, where, and how they want. Create content that is relevant for teachers and is mastery- and competency-based rather than seat-based. Share how digital badges can be used with online professional learning to support the Standards of Professional Learning.

Amber Paynter, Cherry Creek School District, Aurora, CO, apaynter@cherrycreekschools.org

Kellie Ady, Cherry Creek School District, Aurora, CO, kady@cherrycreekschools.org

Jay Vean, Cherry Creek School District, Aurora, CO, jvean@cherrycreekschools.org

Keli Kinsella, Cherry Creek School District, Aurora, CO, kkinsella@cherrycreekschools.org

Area of Focus: Learning Designs

K04
Asking Good Questions for Cognitive Rigor
Learn how to develop good questions that address the cognitive rigor of academic standards by challenging and engaging students to think deeply, examine and explore thoroughly, and communicate clearly using oral, written, creative, and technical expression. Recognize what cognitive rigor is and how it is defined by superimposing Bloom’s Revised Taxonomy with Webb’s Depth of Knowledge. Understand what makes a good question and how it challenges students to think about and present what they have learned with depth, ingenuity, and insight.

Erik Francis, Mavenik Education, Phoenix, AZ, erik@mavenikeducation.com

Melissa Yapo, Agua Fria Union High School District, Avondale, AZ, myapo@aguafria.org

Jen Gardner, Agua Fria Union High School District, Avondale, AZ, jjgardner@aguafria.org

Kelly Stewart, Agua Fria Union High School District, Avondale, AZ, kstewart@aguafria.org

Anna Carino, Agua Fria Union High School District, Avondale, AZ, acarino@aguafria.org

Kim Meehan, Agua Fria Union High School District, Avondale, AZ, kmeehan@aguafria.org

Area of Focus: Student Learning

K05
Engaging Every Family: Five Simple Principles for Success
Gain a framework, tools, and examples to shape school culture and successfully implement and measure a family engagement program that supports the achievement of every student by leveraging family efficacy in learning. Learn to facilitate a process-oriented framework for engaging families with specific attention to those families traditionally disengaged from school. Increase awareness and understanding of the cultural changes necessary to support the engagement of every family.

Steven Constantino, Williamsburg-James City County School District, Williamsburg, VA, steven.constantino@wjccschools.org

Area of Focus: Resources

K06
Reset: Turn Professional Learning Communities Into Impact Action Teams
Are you concerned that your professional learning communities aren't having the desired impact on teacher practice and student learning? Learn how to assess your school or district's current practices for teacher collaboration. Use case studies to explore how to transform teacher teams that assess, learn, plan, and act together to improve teacher practice and increase student learning. Receive examples of templates and tools to transform your teams.

Karl Clauset, National Center for School Change, Bellingham, WA, khclauset@comcast.net

Dave Nagel, NJI Learning, Zionsville, IN, davenagelvplus@gmail.com

BR Jones, Tate County School District, Senatobia, MS, drbrjones@gmail.com

Area of Focus: Learning Communities

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K07
Re-Setting Systems for Change Through Collaborative Inquiry
A district set out to disrupt inequitable patterns that existed in students' reading improvement plans by "resetting" the system at the early childhood level (preschool through 3rd grade). Learn how leaders reset a system for increased student achievement through collaborative communication and professional learning opportunities. Recognize the role of research in collaborative inquiry and goal setting. Analyze change models to apply to district- and school-based work.
Sandy Riplinger, Boulder Valley School District, Boulder, CO, sandy.riplinger@bvsd.org
Angel Stobaugh, Boulder Valley School District, Boulder, CO, angel.stobaugh@bvsd.org
Kimberly Bloemen, Boulder Valley School District, Boulder, CO, kim.bloemen@bvsd.org
Cheryl McCarthy, Boulder Valley School District, Boulder, CO, cheryl.mcCarthy@bvsd.org
Robbyn Fernandez, Boulder Valley School District, Boulder, CO, robbyn.fernandez@bvsd.org
Area of Focus: Learning Communities

K08
#Inspire #Sparkivate #Impact
Learn how a large school district transformed its professional learning system while inspiring innovative collaboration between teacher leaders and administrators. Understand the power and impact of social media and technology on professional growth. Apply concepts, strategies, and skills learned to positively impact professional growth.
Meg Roa, Volusia County Schools, DeLand, FL, mroa@volusia.k12.fl.us
Karen Beattie, Volusia County Schools, DeLand, FL, kibeattie@volusia.k12.fl.us
Area of Focus: Learning Communities

K09
Importance of Play for Adult Learning: Gamifying Professional Learning
Understand the research behind 'play' in adult learning, gamification, and the SAMR model of technology integration. Identify the strengths, weaknesses, and opportunities of leveraging technology, play, and game mechanics to engage teachers in professional learning. See how to incorporate gamification and play into a district or school professional learning plan.
Linda Darcy, Newington Public Schools, Newington, CT, ltdarcy@icloud.com
Matthew Wlodarczyk, Newington Public Schools, Newington, CT, mwlodarczyk@npsct.org
Area of Focus: Learning Designs

K10
Program With No Pictures: K–12 Teacher Leadership Implementation
Learn about the design and implementation of a K-12 teacher leader program addressing teacher leaders’ diverse roles: instructional coach, professional development/curriculum facilitator, learning supports/family engagement coordinator, mentor, and demonstration teacher. Hear from a panel of teacher leaders as they share how they have defined their roles and evolved in the first year. Learn as we share the do's and don'ts of a journey through implementation.
Maria Anderson, West Des Moines Community School District, West Des Moines, IA, andersonm@wdmcs.org
Megan Thomsen, West Des Moines Community School District, West Des Moines, IA, thomsenn@wdmcs.org
Katie Seiberling, West Des Moines Community School District, West Des Moines, IA, seiberlingk@wdmcs.org
Shannon Johnson, West Des Moines Community School District, West Des Moines, IA, johnsonl@wdmcs.org
Shane Scott, West Des Moines Community School District, West Des Moines, IA, scottl@wdmcs.org
Laurene Lanich, West Des Moines Community School District, West Des Moines, IA, lanichl@wdmcs.org
Area of Focus: Emerging Issues

K11
The Data Diet
Learn how balanced assessment is a foundation for standards-based instruction. Investigate how formative instructional teaching can ensure academic success for all students. Develop focused, accountable support teams to plan quality instruction while strategically gathering evidence of impact. See how to engage data teams by arming them with tools and resources to facilitate strategic school and instructional planning.
Heavenly Montgomery, Fulton County Schools, East Point, GA, montgomeryh@fultonschools.org
Carla Austin, Fulton County Schools, East Point, GA, austinc1@fultonschools.org
Area of Focus: Data

K12
Leading the Learning
Learn how a principal of a turnaround high school in a large urban district anchored improvement efforts through professional learning. Discover a comprehensive professional learning design aligned to critical components including staffing, scheduling, funding, partnerships, and teacher evaluation. Come away with practical strategies and resources that can be used to reignite schoolwide learning immediately.
Kimberly Honnick, Newark Public Schools, Matawan, NJ, khonnick@gmail.com
Area of Focus: Leadership

K13
Presentation Anxiety: "Let It Go"
Data show upwards of 75% of all people grow chilled to the bone when standing in front of a crowded room to present products or concepts. Work to construct strategies for containing nervousness associated with addressing a group. Seek an understanding of the root causes for speech anxiety and use this information to develop and implement active and effective preparation and delivery strategies.
Liz Alexander, Stevenson University, Reisterstown, MD, ealexander2@bcps.org
Area of Focus: Implementation
Concurrent Sessions | Wednesday
Set K | Wednesday | December 9, 2015 | 8 a.m. – 10 a.m.

K14
Addressing Social Emotional Learning: Data-Driven Professional Development
Learn about a data-driven professional development model used to build educator knowledge and skills to support student social emotional growth. Identify structures, coaching supports, and ongoing assessments to guide the learning design. Understand how effective adult learning models make an impact on school- and district-based team processes and practices.

Pamela Radford, Northwest Suburban Special Education District, Mt. Prospect, IL, pradford@nsseo.org
Denise Hildebrand, Northwest Suburban Special Education District, Mt. Prospect, IL, dhlilcbr@nsseo.org
Stacey Weber, Northwest Suburban Special Education District, Mt. Prospect, IL, sweber@nsseo.org

Area of Focus: Learning Designs

K15
I’m a leader? I am a leader!
There is a leader in all teachers, including you. Discover your leadership style and understand how to use it to be an effective leader. Ignite the leadership in your colleagues and understand how to work better as a team by participating in scenarios and activities that allow you to apply new tools, skills, and understanding to drive student achievement.

Coliena Ayele, Montgomery County Public Schools, Silver Spring, MD, colienayele@mcpsmd.org
Anna Jones, Montgomery County Public Schools, Silver Spring, MD, annajones@mcpsmd.org

Area of Focus: Leadership

K16
Response to Instruction: Students Engaged in Real Intervention that Works
As educators learn more about using assessment to drive instruction and intervention, it is vital to have processes that use data directly targeting student needs. Learn about a Response to Instruction (RTI) model that is the dynamic foundation for measuring learning and growth at all K-12 levels. Review and discuss sample formats for team documents, data analysis, year-long planning, a menu of interventions, developing a systemwide growth model, student data folders, and parent engagement, all used to create success in an RTI system.

Carol Martin, Sylacauga City Schools, Sylacauga, AL, martincc@sylacauga.k12.al.us
Shelley Bailey, Sylacauga City Schools, Sylacauga, AL, baileys@sylacauga.k12.al.us

Area of Focus: Learning Designs

K17
Exponential Teacher Growth in an Era of Scarcity
Learn how a high-performing school district created a new culture of professional growth and learning resulting in exponential teacher improvement despite severe budget cuts. Discover how ongoing, embedded learning through coaching, peer collaboration and feedback, video analysis, and reflection is empowering teachers to revitalize their instructional practices with a growth mindset. Analyze methods to apply or adapt to your particular setting.

Phillip Lentz, Grapevine Colleyville Independent School District, Grapevine, TX, philip.lentz@gcisd.net
Melanie Gonzales, Grapevine Colleyville Independent School District, Grapevine, TX, melanie.gonzales@gcisd.net
Lani Norman, Grapevine Colleyville Independent School District, Grapevine, TX, laniemnorman@gcisd.net

Area of Focus: Resources

K18
Energizing Instructional Practice Through Coaching and Teacher Leadership
Investigate a metamorphosis from top-down mandated professional learning to a culture that supports and capitalizes on the expertise of those in the middle. Explore how teacher leaders and coaches team together to solve problems, lead initiatives, and redefine teaching and learning. Discover the essential skills change agents need and how to support their skill development as you seek to foster a powerful teacher leadership and coaching team.

Emily Horne, Spotsylvania County Public Schools, Spotsylvania, VA, ehorne@spotsylvania.k12.va.us
Meg Foley, Spotsylvania County Public Schools, Fredericksburg, VA, mfoley@spotsylvania.k12.va.us
Janis Streich, Spotsylvania County Public Schools, Fredericksburg, VA, jstreich@spotsylvania.k12.va.us

Area of Focus: Implementation

K19
What Every Professional Developer Needs to Know
Create effective professional development that produces sustainable change in teachers’ classroom instructional practices. Utilize a multistep design process framed by best practices in professional development, educational change, and instructional design. Discover how to design intrinsically motivating professional development. Explore processes that support consistent design of effective professional development that produces sustainable change.

Andrea Ray, Liberty University, Lynchburg, VA, andrea.ray@netzero.com

Area of Focus: Learning Designs

K20
Calibration Counts: Increasing Capacity to Ensure Accuracy
Explore the journey of a “master coder” team that has created effective evaluator(observer online training and calibration resources to promote inter-rater agreement and reliability. Understand the role that master coding plays in building valid and defensible educator evaluation systems. Identify technology tools to support master coding practices. Evaluate the impact of the master coder protocol to support continuous improvement and professional learning of educators.

Alisia Moutry, Milwaukee Teacher Education Center (MTEC), Milwaukee, WI, amoutry@mtecnow.org
Jo Ann Hanrahan, Frontline Technologies, Milwaukee, WI, jhanrahan@frontlinetechnologies.com

Area of Focus: Leadership
K21  Compelling Research: Impact of Arts Integration on Students
For 15 years the John F. Kennedy Center for the Performing Arts and 15 schools have partnered to develop a program featuring sustained, job-embedded professional learning about arts integration. Learn about this program and the current research that documents the impacts that arts-integrated instruction can have on student outcomes, including engagement and creativity. Consider how to share research results with various audiences and examine national and web-based resources available to all. Determine how the program structure can be adapted and modified for use in other communities.
Amy Duma, The John F. Kennedy Center for the Performing Arts, Arlington, VA, alduma@kennedy-center.org
Bridget Chapin, Fairfax County Public Schools, Falls Church, VA, bridget.chapin@fcps.edu
Ivonne O’Neal, The John F. Kennedy Center for the Performing Arts, Arlington, VA, iconeal@kennedy-center.org
Area of Focus: Emerging Issues

K22  Proving That Instructional Coaching Works: Assessing Impact
Learn how an instructional coaching program assesses the impact of coaching on teachers, teacher teams, and student achievement by examining specific goals, assumptions, and indicators of success and evidence. See how data are used to assess impact and to inform program professional learning and allocate resources. Discover tools to analyze, plan for, and assess change in your school.
Laura Elliott, Fairfax County Public Schools, Fairfax, VA, lelliott@fcps.edu
Rashida Green, Fairfax County Public Schools, Fairfax, VA, rggreen1@fcps.edu
Marie Parker-McElroy, Fairfax County Public Schools, Fairfax, VA, emparkermcl@fcps.edu
Area of Focus: Data

K23  Empowering Teachers Through Professional Learning
Learn how to empower teachers to take an active leadership role in creating a culture of personalized professional learning focused on student results. Discover how one high school shifted its professional learning from a traditional model with minimal buy-in to a dynamic, choice-based model that has 99% of teachers identifying increases in achievement as a result. Explore multiple measures of assessing professional learning including teacher feedback, engagement, and student achievement.
Jared Wastler, Carroll County Public Schools, Eldersburg, MD, jcwastl@carrollk12.org
Shannon Zepp, Carroll County Public Schools, Westminster, MD, slzepp@carrollk12.org
Area of Focus: Leadership

K24  Shared Commitment for English Language Learners, Team Coaching, and Data
Ongoing professional learning through team coaching is an effective way to build shared commitment to language learners. Explore a team-coaching framework that fosters reflective inquiry, collaboration, data literacy, and shared responsibility for transforming classroom practices and school programming for English learners. Identify language-focused data sources available in your local context for use in data analysis and action planning.
Jennifer Aleckson, WIDA, University of Wisconsin-Madison, Madison, WI, jaleckson@wisc.edu
Amanda Spalter, WIDA, University of Wisconsin-Madison, Madison, WI, spalter@wisc.edu
Julie Seefeldt, Green Bay Area Public Schools, Green Bay, WI, jaseefeldt@gbaps.org
Area of Focus: Learning Designs

K25  The Evolution of Instructional Rounds
Learn how to create learning opportunities with other faculty members through instructional rounds. See how this effort changed attitudes and improved teaching skills in a formerly failing urban public high school and how it has evolved after five years of using rounds. Examine the challenges of creating a rigorous approach to instructional rounds, study the protocols, and hear directly from teachers who have participated successfully.
Scott Fowler, New York City Department of Education, New York, NY, sfowler@nycrr.com
Donnett Langley-Samuels, New York City Department of Education, New York, NY, dlangleysamuels@schools.nyc.gov
Shaharizan Perez, New York City Department of Education, New York, NY, sperez6@schools.nyc.gov
Area of Focus: Learning Communities

K26  Designing Inquiring Minds
Don’t bore kids with research, engage them. Use observations, wonder, and science to design opportunities for students to engage in authentic research. Come and learn how to use simple science experiences to engage students in short, focused lessons that will leave them wondering whether they are learning math, science, or reading and writing skills. Sample lessons will be provided. Use sample workshop experiences to teach or model key principles learned from this session in your school or district.
Jenny Sue Flannagan, Regent University, Virginia Beach, VA, jennfla@regent.edu
Area of Focus: Student Learning
Set K | Wednesday | December 9, 2015 | 8 a.m. – 10 a.m.

K27
Moving From Effective to Highly Effective Using Technology
Would you like to maximize your effectiveness as a teacher and enable your students to take ownership of their learning? Examine how teachers can promote the success of students by leveraging the power of social media, web tools, and devices. Use Teaching Channel, Graphite, blogs, and online book talks in planning and preparation; Thinglink, Kahoot, GAFE, Today’s Meet, Jing, iPad apps in instruction; ClassDojo, Remind, GAFE, and 1:1 for classroom environment; and Twitter, Voxer, Google+, and GAFE in professional responsibility.
Brad Currie, Evolving Educators, Flemington, NJ, evolvingeducators@gmail.com
Scott Rocco, Evolving Educators, Flemington, NJ, scottrocco@gmail.com
Billy Krakower, Evolving Educators, Flemington, NJ, wkrakower@gmail.com
Area of Focus: Resources

K28
Confirming Your Learning, Practice, and Commitment
Learn how formative instructional practice is being implemented as a central strategy to assist educators in successfully implementing new standards. See how state and local partners are sharing this unique systems approach to efficient and sustainable professional learning, including focused content, blended learning through professional learning communities, and coaching/leading support. Apply the tools and resources to make a positive impact on your own learning, practice, and commitment.
Mary Peters, Battelle for Kid, Columbus, OH, drmmary@att.net
Virginia Ressa, Ohio Department of Education, Columbus, OH, virginia.ressa@education.ohio.gov
Jennifer Wene, Worthington City Schools, Worthington, OH, jwene@wcc.cloud
Area of Focus: Implementation

K29
Universal Design for Learning: Creating Powerful Strategies for Common Core Writing
Making the Common Core writing standards work for struggling learners is a challenge for all teachers. Learn practical, classroom-ready strategies that can help all students increase their writing performance. Find out how teachers can use Universal Design for Learning to reduce their workload by proactively planning for diverse learners. Discover how providing options, using technology wisely, and teaching the hidden curriculum of writing, can motivate all students to reach their writing potential.
Sally Spencer, California State University, Northridge, Northridge, CA, sspencer@csun.edu
Nancy Aguinaga, Southeastern Missouri State University, Cape Girardeau, MO, naguinaga@semo.edu
Area of Focus: Learning Designs

K30
Inspire Risk-Taking for Deep Professional Learning
Identify the specific types of risks that are essential for deep professional learning and collaborative innovation in schools. Engage in activities inspired by improv, design thinking, and spoken word to learn key strategies for fostering productive risk-taking in teacher teams. Increase awareness of how nuanced shifts in our actions, language, and protocols for professional learning directly impact a culture of risk-taking. Collaborate to develop action steps you will take to deepen professional learning in your unique setting.
Tonya Ward Singer, Santa Rosa, CA, mail@tonyasinger.com
Area of Focus: Learning Designs

K31
Leadership for Systemic Project-Based Learning
Learn how instructional leaders at all levels create conditions for systemic use of Project-Based Learning (PBL). Consider key leadership practices to ensure the sustainable implementation of PBL in K-12 districts. Discover ways to foster a district and schoolwide culture of learning that is conducive to systemic and instructional change and will lead to sustainable PBL.
Jennifer Cruz, Buck Institute for Education, Novato, CA, jennifer@bie.org
Cris Waldfogel, Buck Institute for Education, Novato, CA, cris@bie.org
Ashley Ellis, Buck Institute for Education, Newport News, VA, ashley@bie.org
Area of Focus: Leadership

K32
Creating a Culture for Collaboration and Coaching
Know the value of the collaborative inquiry process and essential questioning techniques as methods to initiate and sustain collective responsibility for a culture of collaboration and coaching in your school or district. Understand that leadership is a shared responsibility for all educators; it requires careful alignment of resources, support systems for professional learning, and effective use of data to create an environment that welcomes and sustains a collaborative climate for coaching. Explore options for increasing educator effectiveness and results for all students through an open process of shared inquiry.
Thomas Chiola, Rider University, Lawrenceville, NJ, tchiola@rider.edu
Suzanne Carbonaro, Rider University, Lawrenceville, NJ, scarbonaro@rider.edu
Area of Focus: Learning Communities

K33
If Walls Could Talk: A Data Story
Take a journey with two elementary schools as they tell their story of striving to increase student performance and eliminate the achievement gap using root cause analysis, a structured, collaborative framework for school improvement. Experience a microcosm of the root cause analysis process and begin to plan for next steps within your department, school, or district. Enhance your capacity to synthesize data to determine an instructional focus.
Dawn Little, Montgomery County Public Schools, Gaithersburg, MD, dawn_m_little@mccpsmd.org
Bobbi Laydon, Montgomery County Public Schools, Germantown, MD, barbara_e_laydon@mccpsmd.org
Area of Focus: Data
**Concurrent Sessions | Wednesday**

**Set K | Wednesday | December 9, 2015 | 8 a.m. – 10 a.m.**

**K34**

**Mix, Blend, and Stir: Recipes for Success**

Bring your own device and explore digital resources that support personalized learning and professional development. Access resources reflecting Maryland College- and Career-Ready Standards, Universal Design for Learning (UDL), and PARCC assessment features. Investigate teacher resources including lessons, lesson seeds, webinars, and professional learning opportunities while participating in facilitator-led group discussions that focus on how digital resources support teaching and learning and classroom instruction.

Valerie Emrich, Maryland State Department of Education, Baltimore, MD, valerie.emrich@maryland.gov
Casey Kirk, Maryland State Department of Education, Baltimore, MD, casey.kirk@maryland.gov
Erin Senior, Maryland State Department of Education, Baltimore, MD, erni.senior@maryland.gov

**Area of Focus: Resources**

**K35**

**Student Learning Objectives: From State Framework to Classroom Implementation**

Learn how student learning objectives (SLOs) are a groundbreaking and innovative measure of teacher effectiveness used in over 25 states. Recognize how the SLO process moves from state-level guidance to district policy, and finally, to classroom practice. Develop an understanding of the range of SLO models for teacher evaluation and improved educator quality. Review sample SLO policy and support documents.

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Andrea Guiden, American Institutes for Research, Washington, DC, aguiden@air.org

**Area of Focus: Implementation**

**K36**

**Building a Cross-Sector Urban Community of Educators**

Explore the structure and project-based learning processes of the Innovators’ Institute, a year-long leadership program led by a Philadelphia collaborative of school district and community-based organizations committed to transforming youth learning and empowerment. Learn about the Innovator Fellows’ change projects and how user-centered design informed them. Connect and apply the Philadelphia experience with your own community’s needs.

Leslie Hergert, Education Development Center, Waltham, MA, lhergert@edc.org
Connie Majka, Philadelphia Academies, Philadelphia, PA, cmmajka@academiesinc.org

**Area of Focus: Learning Communities**

**K37**

**They’re Gifted; They’ll be Okay**

Learn about proven methods to engage, enlighten, and enrich the minds and lives of highly advanced learners. Motivate and meet the needs of students whose potential could be limitless. Challenge even the most gifted, including twice-exceptional learners, some of whom may challenge you daily. Differentiate curriculum and activities to maximize learning for gifted and twice-exceptional learners.

Bruce Riegel, Maryland State Department of Education, Baltimore, MD, bruce.riegel@maryland.gov
Debbie Blum, Howard County Public School System, Ellicott City, MD, debbie_blum@hcpss.org

**Area of Focus: Student Learning**

**K38**

**Video-Based Professional Learning: Enhancing Professional Learning Across Washington State**

Since 2013, Washington STEM has been engaged in an initiative called STEM-PD to answer the question, “How can video technology enable the experiences that research shows increase educator effectiveness?” Gain an overview of that initiative and hear about the challenges participating schools faced, the solutions and resources they developed, and insights into how video technology is transforming professional learning. Find out how mobile camera systems and online platforms are empowering teachers to reflect on, analyze, and share their teaching practice.

Shawn Edmondson, Washington STEM, Seattle, WA, shawn@washingtonstem.org
Amanda Fankhauser, Washington STEM, Seattle, WA, amanda@washingtonstem.org
Andy Newell, IRIS Connect, Brighton, East Sussex, UK, andy@irisconnect.co.uk
Mike Fleetham, The Thinking Classroom, Winchester, UK, mike@thinkingclassroom.co.uk

**Area of Focus: Implementation**

**K39**

**Transformational Leadership: A 21st-Century Coaching Model**

Discover an innovative coaching style that creates a culture where educators competitively develop best practices. Explore how an urban school, which has 85% low socioeconomic status and a student population of 90% minorities, implemented a 21st-century, research-based coaching model that transformed school culture and increased all subgroup performance. Walk away with a coaching template that allows a sharp focus on teaching practices and student achievement.

Francisco Camacho, Rialto Unified School District, Rialto, CA, fcamacho1971@gmail.com
Rick Batres, Rialto Unified School District, Yucaipa, CA, rbatres16@gmail.com

**Area of Focus: Leadership**

Register Online Today. www.learningforwardconference.org/annual15
Supporting Beginning Teachers
Learn how leaders, coaches, and mentors can support beginning teachers through specific, research-based mentoring strategies that can be applied at the school or district level. Gain an understanding of the types of support beginning teachers need that makes them unique from veteran teachers and will improve their chances of retention. Acquire specific strategies to provide essential physical, emotional, instructional, and institutional support for beginning teachers.

Tina Boogren, Marzano Research Laboratory, Denver, CO, tinaboogren@live.com

Promoting Teacher Resilience to Enhance Instruction
Learn how stress and risk factors can limit your effectiveness as a teacher. Hear how nurturing your own resilience enables you to better model and teach important social and emotional skills to students. Assess your strengths that contribute to resilience and learn research-based strategies to promote your resilience. Become more available to your students, more effective in your instruction, and more satisfied with your profession.

Paul LeBuffe, Devereux Center for Resilient Children, Villanova, PA, plebuffe@devereux.org

Facilitating Transformation for Equity: Making Cultural Competence Possible
Develop an approach to successfully facilitate transformational change for equity. Learn how to “walk the talk” as a culturally proficient facilitator. Acquire a map to guide individuals and groups through the phases of the journey that is cultural proficiency. Apply tools and strategies that help individuals transform values, beliefs, and actions and organizations to transform practice and policy.

John Krownapple, Howard County Public School System, Ellicott City, MD, john_krownapple@hcpss.org

Stickiness Factor: Transfer, Take-Aways, and Authentic Learning
At the heart of “stickiness” for transfer of learning from the staff room to the classroom, are seven factors and six levels of awareness that make the teacher or leader take-aways more explicit and more intentional. Explore methods to energize professional learning with valid concepts and strategies that stay with teachers when they go back to the classroom. Acquire ideas that teachers can transfer immediately into relevant lessons for students.

Robin Fogarty, Robin Fogarty & Associates, Chicago, IL, robin@robinfogarty.com

A Culture of Literacy: Creating, Collaborating, and Cultivating
Learn how a secondary school district implemented a comprehensive literacy initiative that remediated reading, improved literacy skills, fostered a culture of free readers, and instilled professional responsibility for reading through professional development. See how success at the secondary level was transferred to an elementary district through shared services and program replication. Discover practical tools to analyze data leading to increased rigor in instruction, genuine reflective practice, and improved student achievement.

Melissa Williams, Delsea Regional School District, Franklinville, NJ, mwilliams@delsearegional.us

Piera Gravenor, Delsea Regional School District, Franklinville, NJ, pgravenor@delsearegional.us

Faculty Meetings: Learning Activities to Increase Instructional Capacity
Learn how a secondary principal transformed traditional school faculty meetings into an engaging forum where teachers are able to connect, share, and grow as educational professionals. Discover strategies and techniques that increase leadership capacity and assist in creating a positive school climate. Create an outline to inject active engagement into your next faculty meeting.

Jessica Lyons, Tonawanda City Schools, Tonawanda, NY, jlyons@tona.wnyric.org

Rachel Wagner, Tonawanda City Schools, Tonawanda, NY, rwagner@tona.wnyric.org

Mary Beth Scullion, Tonawanda City Schools, Tonawanda, NY, msclullion@tona.wnyric.org

Online Professional Learning: What Does That Mean?
Trends and studies show that online professional learning makes a positive impact on teacher performance and student achievement. Gain a broader understanding of the various aspects of online, blended, and supplemented professional learning. Develop a needs-based action plan that addresses your professional learning needs and frames online options that explore solutions to meet those needs.

Jim Curran, Cherry Creek School District, Centennial, CO, jcurran@cherrycreekschools.org

Register Online Today. www.learningforwardconference.org/annual15
K47
From Silos to Synergy: Creating Comprehensive District Professional Learning
Learn how an urban district transformed staff development silos from fragmented and contradictory entities into a system of comprehensive professional learning for teachers, support staff, administrators, and central office personnel. Engage in strategic conversation and knowledge-sharing as a tool for ensuring stakeholder buy-in and sustained commitment. Experience how collaboration across departments, alignment of resources, and a focus on results leads to elevated practice for all employees. Explore a wide variety of funding options and implications.
Salwa Zaki, Washoe County School District, Reno, NV, szaki@washoeschools.net
Area of Focus: Learning Designs

K48
Walking the Talk: Reflective Coaching
Explore your mindset and learn to manage your strengths and shadow sides when coaching others. Engage in deep, personal reflection and develop deeper understanding about how reflection leads to insight and how insight leads toward new action for your own coaching contexts. Plan your own reflective professional development session in your home district.
Dana Carmichael, Center for Authentic Intellectual Work, St. Paul, MN, dana@centerfordaiw.com
Kevin Hosbond, Fairfield Community Schools, St. Paul, MN, kevin.hosbond@fairfieldsfuture.org
Rita Martens, Iowa Department of Education, Des Moines, IA, rita.martens@iowa.gov
Area of Focus: Implementation

K49
Calibrating Cognition: Curriculum Reform That Changes Classroom Business
Learn how teachers in three states became actively involved in curriculum reform that changed the business of classroom instruction. Engage in professional learning experiences that reshaped curriculum design, delivery, and evaluation. Discover tools that guide teachers in the process of raising rigor and increasing cognitive load and complexity of instruction and assessment to result in greater student achievement.
Stefan Biancaniello, Duquesne University, Delmont, PA, biancaniello@duq.edu
Area of Focus: Learning Designs

K50
Professional Development Exists Daily When Schools Plan
Analyze sample elementary, middle, and high school organizational plans and explore the potential for increasing collaboration time during the school day to focus on data analysis, curriculum integration, and content or skills delivery. Identify the logistics needed for schedule construction to enable opportunities for team and department meetings. Learn a comprehensive professional development process that allows for the development of school organization through consideration of current and effective research.
Elliot Merenbloom, Baltimore, MD, elliot@merenbloom.com
Barbara Kalina, Batavia, IL, bkal911@comcast.net
Area of Focus: Learning Designs

QA3
Wednesday Keynote Q&A with Yong Zhao
Wednesday, December 9, 2015 from 12:15 p.m. - 1:15 p.m.
Keynote speaker Yong Zhao will answer your questions in this special session after his keynote address on Wednesday.
Yong Zhao, University of Oregon, Eugene, OR, robert@thespeakeragency.com
Area of Focus: Emerging Issues

Conference Icons
Special symbols provide additional information for conference attendees. These sessions are marked with icons. Most sessions are appropriate for all attendees.

- BASIC for participants with limited background in the content.
- ADVANCED for attendees who have knowledge of the session content.
- Explores PD REDESIGN in sessions marked with this icon.
- Sessions that have content and skills for educators serving TITLE 1 populations are designated this way.
- Sessions appropriate for SUPERINTENDENTS are flagged with this icon.
- Wallace Foundation sessions are provided with the support of our conference sponsor and partner.
- Common Core State Standards will be found in these sessions.
- Sessions where participants should BYOD—Bring your own device.
- Gain a global perspective in sessions marked with this icon.
Summit Sessions | Wednesday

Set L | Wednesday | December 9, 2015 | 12:15 p.m. – 3:30 p.m.

L01
Get It Right Campaign: Implementing Common Core Using the Literacy Design Collaborative Framework
Visit a local District of Columbia charter school, the Inspired Teaching Demonstration School, which has been successful in implementing Common Core and the Next Generation Science Standards using the LDC framework. See how daily-embedded professional learning has been essential to the school’s success in standards implementation. The school is operated by the Center for Inspired Teaching, and the principal, Deborah Dantzler Williams, will guide session participants on a tour, particularly of the 5th and 6th grades. This field trip is limited to about 40 participants. Bus transportation will be provided.

Tracy Crow, Learning Forward, Columbus, OH, tracy.crow@learningforward.org
Area of Focus: Student Learning

L04
Inclusive Teacher Evaluation Through Coaching, Advocacy, and Equity
Develop coaching conversations between teachers and evaluators to improve outcomes for English learners and students with disabilities. Discuss four principles of an inclusive teacher evaluation framework compatible with Danielson and Marzano frameworks and understand how the principles can frame inquiry-based discussions for professional learning communities. Learn how evaluators and teachers can effectively communicate so that the achievement of both students who are English learners and students with disabilities becomes a crucial component of the teacher evaluation process.

Diane Staehr-Fenner, DSF Consulting, Fairfax, VA, diane@dsfconsulting.net
Peter Kozik, Keuka College, Keuka Park, NY, pkozik@keuka.edu
Ayanna Cooper, Dallas, GA, rarb4@msn.com
Area of Focus: Leadership

L02
Be a Professional Learning Advocate
Take the opportunity to build a relationship with your members of Congress and their staffs and become a professional learning advocate. Begin with a policy briefing on Capitol Hill on the status of the Elementary and Secondary Education Act and gain tips on how to be a successful advocate. Follow up with a previously established meeting with your congressional member or their staff. Information regarding how to schedule appointments and tips on meeting with congressional staff will be emailed to participants in November. This session and field trip are limited to 50 participants. Bus transportation is provided.

Paul Kimmelman, American Institutes for Research, Wimauma, FL, cardinalplk@gmail.com
David Kroeze, Northbrook School District 27, Northbrook, IL, kroeze.d@nb27.org
Area of Focus: Emerging Issues

L05
Designing Practice-Driven Teacher Leadership Policies
Empowering teachers to lead represents a promising strategy for identifying and implementing new and more effective solutions to persistent challenges facing our education system, yet teacher leader roles tend to be poorly defined. Engage in a design challenge: How might we create a coherent teacher leadership policy that enables and empowers principals to foster highly effective teacher leader roles? Leave this session understanding how to develop and support highly effective teacher leadership roles — those that are clearly defined; advance school improvement priorities; and reflect individual teacher strengths, interests, and needs. This session is for teams only.

Jackie Gran, New Leaders, Washington, DC, jgran@newleaders.org
Area of Focus: Leadership

L03
Make an Impact With Visible Learning
The Visible Learning framework, based on the research of John Hattie, was developed to help educators leverage the powerful research on what works — and what doesn’t — in raising student achievement. Learn about these practices and how to start the journey towards becoming a Visible Learning school.

Kristin Anderson, Corwin, Thousand Oaks, CA, kristin.anderson@corwinpress.com
Area of Focus: Student Learning

L06
Using Professional Learning Communities to Create Quality Performance Assessments
Learn the process for developing quality performance assessments and hear about one district’s K-12 implementation of the process through professional learning communities. Using a protocol, examine each aspect of a performance assessment from alignment to student engagement. Learn how to experience professional development on an ongoing basis with your colleagues.

Stacy Young, Center for Collaborative Education, Boston, MA, syoung@ccebos.org
Laurie Gagnon, Center for Collaborative Education, Boston, MA, lgagnon@ccebos.org
Kathleen Cotton, Rochester School Department, Rochester, NH, cotton.k@rochesterschools.com
Heidi Zollman, Rochester School Department, Rochester, NH, zollman.h@rochesterschools.com
Area of Focus: Learning Communities
L07 🔴 🔴
Understanding PARCC: Learning From the First Year and Moving Forward
Educators are challenged more than ever with the alignment of the Common Core State Standards and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Hear what is needed to develop the professional learning needed to help educators understand the PARCC assessments. Gain necessary tools for using assessment results to make instructional decisions.
Callie Riley, PARCC, Washington, DC, criley@parcconline.org
Area of Focus: Data

L08 🔴 🔴
How to Build a “360 Degree” Social Studies Lesson With PBS
Digital media and technology are powerful tools that you can use to cultivate greater global awareness in your classroom. Find out how to leverage free digital resources from PBS LearningMedia to construct the ultimate “360-degree” social studies lesson. Pick up practical tips and strategies you can apply to your own social studies activities.
John Sessler, PBS LearningMedia, Arlington, VA, jsessler@pbs.org
Pamela Thornton, Prince George’s County Public Schools, Bowie, MD, pamela.thornton@pgcps.org
Area of Focus: Resources

L09 🔴 🔴
How to Inspire Your Students to Do Close Reading and Use Evidence in Their Writing
Teaching complex texts is hard. Everyone is talking about close reading as a must-do. Learn how to make it simple. In this session designed in partnership with Doug Fisher and Nancy Frey, practice using their methodologies for working with complex texts. Bring a short text from your own curriculum or use a sample text provided for hands-on practice writing Text Dependent Questions (TDQs) and writing prompts.
Meg Graham, Amplify, Brooklyn, NY, megraham@amplify.com
Area of Focus: Student Learning

L10 🔴
Coaching Through Second-Order Change
Educators are grappling with reforms that will produce college- and career-ready students. See how a large urban school district is meeting this demand by transforming schools into digital learning environments through a culture of professional learning. Examine how administrators and teacher leaders facilitated the phases of second-order change to transform teaching and learning in more than 160 schools. Discover how school-based professional development teachers were able to provide targeted coaching and job-embedded professional development for all teachers.
Christina Byers, Baltimore County Public Schools, Towson, MD, cbyers@bcps.org
David Robb, Baltimore County Public Schools, Towson, MD, drobb@bcps.org
Stefani Pautz, Baltimore County Public Schools, Towson, MD, spautz@bcps.org
Jeanne Imbriale, Baltimore County Public Schools, Towson, MD, jimbriale@bcps.org
Ryan Imbriale, Baltimore County Public Schools, Towson, MD, rimbriale@bcps.org
Area of Focus: Implementation

L11 🔴
Implementing a Culture of Reflection, Feedback, and Collaborative Professional Learning
Join a conversation with Charlotte Danielson about the critical need for reflection and professional conversations to support the implementation of college- and career-readiness standards. Understand how evaluations and observations should be used as a form of coaching, with a focus on growth and professional development, and not just as a final rating. Engage with peer educators and Teachscape’s professional learning team to learn how data collection and video capture tools can support development of reflective practice, peer observation and coaching, and deeper conversations among educators.
Charlotte Danielson, The Danielson Group, San Francisco, CA, charlotte_danielson@hotmail.com
Mitchell Welch, Teachscape, San Francisco, CA, mwelch@teachscape.com
Area of Focus: Implementation

Conference Icons
Special symbols provide additional information for conference attendees. These sessions are marked with icons. Most sessions are appropriate for all attendees.

- BASIC for participants with limited background in the content.
- ADVANCED for attendees who have knowledge of the session content.
- Sessions that have content and skills for educators serving TITLE 1 populations are designated this way.
- Explore PD REDESIGN in sessions marked with this icon.
- Common Core State Standards will be found in these sessions.
- Sessions appropriate for SUPERINTENDENTS are flagged with this icon.
- Sessions where participants should BYOD—Bring your own device.
- Gain a global perspective in sessions marked with this icon.
- Wallace Foundation sessions are provided with the support of our conference sponsor and partner.
Earn Continuing Education Units for the conference

Saint Mary’s College of California is pleased to offer you the opportunity to earn Continuing Education Units (CEUs) for attending the Learning Forward 2015 Annual Conference.

The Continuing Education Unit is a nationally recognized unit designed to provide a record of an individual’s continuing education and/or professional growth accomplishments. Ten hours of instruction equals one CEU. The cost for up to one CEU is $50.00.

TO REGISTER:

- Pick up a CEU registration packet at conference registration or download the packet from the mobile app or online at learningforwardconference.org/annual15.
- Fill out the registration form and log sheet.
- Send a check for $50 per unit to Saint Mary’s College.
- Within two weeks after receipt of your registration form, log sheet, and payment, you will receive a certificate verifying the units you have earned.

Kalmanovitz School of Education offers you an unparalleled learning experience with supportive guidance, focusing on your individual needs.

Our leadership programs can help you take your career to the next level:

- Tier I Administrative Credential
- Master of Arts in Teaching Leadership
- Doctor of Education in Education Leadership

For dates of upcoming information sessions

stmarys-ca.edu/ksoe-events

For more information, please contact Patrice Young at pyoung@stmarys-ca.edu.
Learning Forward’s Academy is a 2 ½ - year blended learning community, led by experts in the field.

Connect with coaches and other practitioners to help you overcome the professional learning challenges you are facing.

- Learn how to implement research-based, effective professional learning to effect change;
- Build knowledge and develop strategies for improved educator practice;
- Develop a deep understanding of the key elements of a comprehensive professional learning system; and
- Ultimately increase educator effectiveness and student results.

Previous attendees have included directors, superintendents, principals, facilitators, and more.

Now accepting individuals and teams: www.learningforward.org/academy

Scholarships available.

VISIT THE LEARNING FORWARD BOOKSTORE IN THE EXHIBIT HALL

Powerful Designs for Professional Learning

Edited by Lois Brown Easton

B587
384 pp. + online tools, $64.00 members, $80.00 nonmembers

Becoming a Learning System

By Stephanie Hirsh, Kay Psencik, & Frederick Brown

B576
240 pp. + online tools, $64.00 members, $80.00 nonmembers

Grab the latest resources from the Learning Forward bookstore

Browse our online bookstore to select the latest releases for yourself, or choose classic titles to share with your teammates as you consider next year’s goals.

Learning Forward members save 20% on all purchases!

www.learningforward.org/bookstore
Lead change with your feet...

Pack your walking shoes and pedometers... participate in Learning Forward Foundation’s Walk-a-thon and Pedometer Challenge to maximize impact for educators’ scholarships.

**Walk-a-thon:**
Tuesday, December 8, 2015 | 6:30 a.m. Meet; 7:00 a.m. Walk  
$20 entry fee  
First 100 donors receive a free t-shirt  
Register onsite at the Learning Forward Foundation booth  
Sunday, Dec. 6, Monday, Dec. 7

**Pedometer Challenge:**  
Sunday - Wednesday  
$20 entry fee  
Bring your pedometers or receive one with entry. All entrants are entered into gift card drawings with daily prizes for taking the most steps during the conference.  
Enter both events for only $30!

---

Learning Forward Institutes

Intensive learning that digs deeper into the topics that matter to you.

Get focused learning, tools, strategies, and skills in these classes, taught by experts in the field and experienced practitioners.

Transform professional learning in your system, strengthen continuous improvement, and develop your communication and leadership skills as you boost educator performance and student success.

Find a location near you: [www.learningforward.org/institutes](http://www.learningforward.org/institutes)

---

Learning Forward Foundation
Do you know how your system aligns to the Standards for Professional Learning?

Standards Assessment Inventory 2

Quickly and easily assess the quality of your system’s professional learning with Learning Forward’s Standards Assessment Inventory 2 (SAI2).

ASSessment

• Determine your system’s alignment of professional learning to the standards;
• Collect data on the quality of professional learning as defined by the Standards for Professional Learning;
• Discover teachers’ perceptions of professional learning;
• Understand the degree of success and challenges you face with professional learning practices; and
• Examine the relationship of the standards to your improvements in educator effectiveness and student achievement.

Interpretation and Planning

Learning Forward guides educators through data interpretation and action planning. Systems can leverage data from the SAI2 to guide the planning, facilitation, implementation, and evaluation of professional learning to maximize its impact and investment.

To learn more, call Renee Taylor-Johnson at 513-523-6029 x222 or visit www.learningforward.org/consulting
See you next year in

Vancouver.

The Learning Forward 2016 Annual Conference

Head to Vancouver, BC, Canada Dec. 3-7, 2016 and experience professional learning that has a direct impact on teacher and student success. Learning Forward’s 2016 Annual Conference is the best investment you can make to promote effective professional learning in your school, district/division, state/province, or organization. Learn from leaders in the field and experience inspiring keynotes, participate in interactive learning sessions, and form lasting professional relationships.

Vancouver Convention Centre • December 3-7, 2016

www.learningforward.org
Who are the Affiliates?

Learning Forward affiliates provide educators with the opportunity to advance the vision and purpose of Learning Forward at the local, state, and provincial levels. Affiliate contacts want to hear from individuals interested in getting involved with their work. Contact Frederick Brown at frederick.brown@learningforward.org if you’re interested in facilitating a new affiliate within a state currently not served by a state chapter.

Affiliate Contact Information

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About Learning Forward

Learning Forward is the only association focused solely on the most critical lever in improving schools: building the knowledge and skills of educators. The Learning Forward community of educational leaders is committed to professional learning that is sustained, job-embedded, practical, and tied directly to student achievement. Learning Forward offers district staff, principals, and teacher leaders the connections, tools, learning opportunities, and resources they need to promote meaningful and purposeful professional learning and embed it in the school day. You can depend on Learning Forward for solutions, cutting-edge strategies, success stories, and more. Field-tested standards, resources, and tools are available to support your work. Interact with and learn from your peers through publications, at internationally recognized conferences, at institutes and academies, and through online communities created to support you in your work.

2015 Learning Forward Staff

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Register Online Today. www.learningforwardconference.org/annual15
Gaylord National Resort & Convention Center
201 Waterfront Street
National Harbor, MD 20745
877-628-5427

A penalty of one night’s room and tax will be charged for any individual room cancellation made after Oct. 26, 2015. Cancellations made after Oct. 8, 2015 by a group holding three or more guest room reservations will be charged for all nights reserved. The conference rate is available through Nov. 10, 2015 and is subject to availability.

Hotel Information

Gaylord National Resort & Convention Center
201 Waterfront Street
National Harbor, MD 20745
877-628-5427

$229 + tax & resort fee per night for single/double
$249 + tax & resort fee per night for triple
$269 + tax & resort fee per night for quadruple

Transportation Guide

Ground Transportation from Airports
The Gaylord National Resort & Convention Center is accessible from three airports. The Gaylord does not have shuttle service. Shuttle and car service are available.

- 8 miles from Ronald Reagan Washington National Airport (DCA)
- 35 miles from Washington Dulles International Airport (IAD)
- 42 miles from Baltimore/Washington International Thurgood Marshall Airport (BWI)

Water Taxi
Water taxi service is available from National Harbor, Maryland to Alexandria, Virginia via the Potomac Riverboat Company.

Parking
Onsite parking at the Gaylord is $24 daily. Valet parking is $35 daily.

Things to see in Washington, DC
Stop by the hospitality table at the conference for more information.

- U.S. Capitol, the Library of Congress, and the United States Botanic Garden/Conservatory
- Washington Monument
- Lincoln Memorial
- Jefferson Memorial
- National Gallery of Art
- Smithsonian Museums
- The Phillips Collection
- The Kreeger Museum
- Hillwood Estate, Museum and Gardens
- International Spy Museum
- Mt. Vernon (Virginia)
- Vietnam Veterans Memorial
- Martin Luther King Memorial
- Dupont Circle
- Georgetown and Dumbarton Oaks
- Eastern Market
- Maine Avenue Fish Market
- Old Town Alexandria (Virginia)
- C & O Canal
- National Christmas Tree on the Ellipse
- Tanger Outlet (National Harbor, Maryland)

Register Online Today. www.learningforwardconference.org/annual15
Registration Information

How to Register

Fill out the next two pages. You may download registration forms from the Learning Forward website (www.learningforward.org) or you can register online with Visa, MasterCard, or Discover. Registrations will be accepted online, via mail, fax, or scan (see form for address and fax number). If you register online, by fax, or by scanning, do not also mail a copy of your form; it could result in duplicate charges. All registrations require payment before they are processed. If you use a purchase order for payment, it must accompany the registration form. Learning Forward will issue an invoice based on the purchase order. The invoice must be paid before the conference.

Meals and Receptions

Fees for Saturday and Sunday include coffee breaks, lunches, and materials. Fees for the regular conference include breakfast and lunch on Monday and Tuesday, the kickoff reception and concert, exhibit hall reception, and affiliate receptions, brunch on Wednesday, and materials.

Deadlines and Discounts

If your registration is postmarked on or before October 1, 2015 you may take a $50.00 discount from a 3-, 4-, or 5-day registration. Learning Forward members receive a discount on their conference registration. Non-members receive a complimentary digital membership. Please call 800-727-7288 to see if you qualify for a discount on groups of 10 or more.

Confirmation

You will receive registration confirmation via email, so please make sure we have your current email address. Please call the Learning Forward Business Office at 800-727-7288 if you have not received confirmation within two weeks of registering. Please bring you registration confirmation to the Learning Forward conference registration area to receive your conference materials.

Session Selection

You must select sessions before your conference registration can be finalized. Pages 104 and 105 should be submitted to complete your registration. In order to get the best selection of preconference and concurrent sessions, please register early. Because the number of participants for each session is limited, it is important that you indicate your 1st, 2nd, and 3rd choices for each time period. Full and cancelled sessions will be listed on our website.

Lecture Track

Choose the Lecture Track and you will receive tickets for all Thought Leader lectures, panels, and Q&As.

Cancellation Policy

Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 9, 2015 to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2015. A processing fee of $50 will be deducted from all refunds. No refunds will be issued for cancellations received after Nov. 19, 2015. Learning Forward reserves the right to process refunds after the conference concludes.

Questions on how to register?

Call 800-727-7288 • Monday-Friday • 9 a.m. - 5 p.m. Eastern to immediately talk to a helpful Learning Forward staff.
# Registration Form

## 1 Registration Data:

Learning Forward member number ______________. Your membership number appears on your address label.

First Name ____________________________ Last Name ____________________________
(for your nametag)

School Dist./Organization ____________________________ Position ____________________________

Address / Street ____________________________

City / State / Province / Zip ____________________________

Is this address:  [ ] business  [ ] home  

(All membership materials will be sent to this address)

Phone ____________________________ Email ____________________________

Please print your email address legibly — your conference confirmation will be emailed to you.

## 2 Registration Fees:

Check (✓) each fee that applies and fill in amount. Trial memberships do not apply.

<table>
<thead>
<tr>
<th></th>
<th>Member (includes complimentary digital membership)</th>
<th>Non-member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Day Preconference (indicate day attending)</td>
<td>$220</td>
<td>$289</td>
</tr>
<tr>
<td>Saturday 12/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday 12/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two 1-Day Preconference</td>
<td>$396</td>
<td>$465</td>
</tr>
<tr>
<td>Saturday 12/5 AND Sunday 12/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(includes coffee breaks and lunch both days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-Day Regular Conference (indicate day attending)</td>
<td>$220</td>
<td>$289</td>
</tr>
<tr>
<td>Monday 12/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday 12/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 12/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(includes breakfast and lunch Mon./Tues. or brunch on Wednesday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Day Regular Conference</td>
<td>$572</td>
<td>$641</td>
</tr>
<tr>
<td>Monday 12/7, Tuesday 12/8, Wednesday 12/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5 meals, Kickoff Reception, Exhibit Reception, and Affiliate Networking Event)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Day Conference</td>
<td>$723</td>
<td>$817</td>
</tr>
<tr>
<td>Saturday 12/5 OR Sunday 12/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AND Monday 12/7, Tuesday 12/8, Wednesday 12/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6 meals, Kickoff Reception, Exhibit Reception, and Affiliate Networking Event included)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Day BEST DEAL</td>
<td>$874</td>
<td>$993</td>
</tr>
<tr>
<td>Saturday 12/5 through Wednesday 12/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7 meals, Kickoff Reception, Exhibit Reception, and Affiliate Networking Event included)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtotal $ __________

## 3 Special Conference Membership Prices

Join, renew, or upgrade your membership with special conference rates and attend the conference at the member rate.

- [ ] Digital Membership ____________________________ $ 49
- [ ] Standard Membership ____________________________ $ 99
- [ ] Comprehensive Membership ________________________ $139
- [ ] Organizational Membership ___________________________ $279

Five people can attend using one organizational membership number. Five subscriptions include one print plus four digital. List 4 names and mailing and email addresses on a separate sheet.

These are one-year memberships. Go to http://learningforward.org/join-renew for a complete description of membership benefits.

Subtotal $ __________

## 4 Discounts:

Check (✓) if applicable and fill in amount.

- [ ] Deduct $50 early discount ____________________________ — $ 50
  (on 3-, 4-, or 5-Day registration only) if postmarked before Oct. 1, 2015

- [ ] Enter group discount code ____________________________ for groups of 10 or more — $ __________
  (Phone 800-727-7288)

Subtotal $ __________

## 5 Total and Payment:

Add 2 and 3 and subtract 4

Subtotal Registration $ __________
Subtotal Membership $ __________
Subtotal Discount $ __________

TOTAL $ __________

Registration fees made payable to Learning Forward must accompany this form. Invoice(s) issued on purchase order(s) must be paid prior to the conference.

Fees are payable by:

- [ ] MasterCard  [ ] Visa  [ ] Discover
- [ ] Check  [ ] Purchase order (must accompany form)

Billing Address ____________________________

Card No. ____________________________
Exp. Date ____________________________ 3-Digit Security Code __________

Signature ____________________________

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**Consent to use of photographic images.** Registration and attendance at, or participation in, Learning Forward’s Annual Conference and other activities, constitutes an agreement by the registrant to Learning Forward’s use and distribution (both now and in the future) of the registrant’s or attendee’s image or voice in photographs, videotapes, electronic reproductions, and/or audiotapes of such events and activities.

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**Cancellation policy.** Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2015 to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2015. A processing fee of $50 will be deducted from all refunds. No refunds will be issued for cancellations received after Nov. 19, 2015. Learning Forward reserves the right to process refunds after the conference concludes.
Session Registration Form

Name: __________________________________________________

Questions on how to register?
Call 800-727-7288 • Monday-Friday • 9 a.m. - 5 p.m. Eastern to immediately talk to a helpful Learning Forward staff.

PRECONFERENCE WORKSHOP SELECTIONS:
Please indicate three choices (mark 1st, 2nd, and 3rd)

Saturday
December 5, 2015

____ PC101 Carol Ann Tomlinson, Michael Murphy
____ PC102 David Rease
____ PC103 Steven Katz, Lisa Ain Dack
____ PC104 Joellen Killion
____ PC105 Michael Gorman
____ PC106 Marya Levenson, Jill Harrison Berg
____ PC107 Bj Stone, Cheryl Abla
____ PC108 Jay McTighe
____ PC109 Cindy Harrison, Heather Clifton
____ PC110 Kathleen Ponder
____ PC111 Larry Ainsworth
____ PC112 Kathryn Parker Boudett
____ PC113 Jesse McNeil
____ PC114 Marilyn Crawford, Cathy Mincberg, Jack Shaw, Jennifer Frentress, Teresa Carroll
____ PC115 Eleanor Dougherty
____ PC116 Lisa Bush
____ PC117 Jonathon Saphier, Deborah Reed

Sunday
December 6, 2015

____ PC201 Kristen Swanson
____ PC202 Carolyn McKanders, Michael Dolcemascolo
____ PC203 Aaron Sams
____ PC204 Jim Knight
____ PC205 Elena Aguilar
____ PC206 Carol Jago
____ PC207 Jennifer Abrams
____ PC208 Aleta Margolis, Monisha Karnani, Suzanne Katz, Robyn Sperling, Deborah Williams, Latisha Coleman, Zoe Duskin, Kate Keplinger
____ PC209 Kay Psencik, Wendy Robinson
____ PC210 Marcia Tate
____ PC211 Timothy Kanold, Bill Barnes
____ PC212 Michael Toth
____ PC213 Ann Delehan, Pam Robbins
____ PC214 Lori Nazareno
____ PC215 Brenda Campbell Jones, Franklin Campbell Jones
____ PC216 Jeanne Podeuska, Traci Maday-Karageorge
____ PC217 Lois Easton

TICKETED CONCURRENT SESSION SELECTIONS:

Monday
December 7, 2015
Morning Concurrent Session Choice:
Identify your top three choices for this time period. Remember: Set A takes the entire day and should be marked in the same order in your afternoon schedule.
1. ________ 2. ________ 3. ________

Afternoon Concurrent Session Choice:
Identify your top three choices. Remember: If you previously chose a session from Set A you need to list it in the same order below as it is an all-day session.
1. ________ 2. ________ 3. ________

Tuesday
December 8, 2015
Morning Concurrent Session Choice:
Identify your top three choices for this time period. Remember: Set E takes the entire day and should be marked in the same order in your afternoon schedule.
1. ________ 2. ________ 3. ________

Afternoon Concurrent Session Choice:
Identify your top three choices. Remember: If you previously chose a session from Set E, you need to list it in the same order below as it is an all-day session.
1. ________ 2. ________ 3. ________

Wednesday
December 9, 2015
Morning Concurrent Session Choice:
Identify your top three choices.
1. ________ 2. ________ 3. ________

Afternoon Summit Session Choice:
Identify your top three choices.
1. ________ 2. ________ 3. ________

LECTURE TRACK

☐ LECTURE TRACK  Check here to register for all Thought Leader Lectures, panels, and Q&As.

Register online at www.learningforwardconference.org/annual15 or fax pages 104 and 105 to 513-523-0638 or scan and email them to office@learningforward.org.
LEARNING FORWARD CONSULTING

Learning Forward partners with states, districts, and schools to ensure all educators engage in results-driven professional learning. Through our high-impact consulting, programs, tools, coaching, and support, we can help you increase educator capacity and improve student achievement.

We offer:

COACHES TRAINING AND SUPPORT
Learning Forward’s Coaches Academy provides on-site training to help your coaches build relationships, lead professional learning, support individuals and teams of educators, and solve their real-world challenges.

PLC IMPLEMENTATION
Intentional Learning Communities offers onsite and virtual training to assist principals, teacher leaders, and district staff to implement teacher collaborative professional learning that improves student achievement.

SCHOOL IMPROVEMENT PLANNING
The Pathway to Achievement framework leverages adult learning theory, research on organizational change, and practical experience to build capacity for sustained improvements in teaching and learning.

PROFESSIONAL LEARNING ASSESSMENT
The Standards Assessment Inventory (SAI2) measures your system’s alignment with best practices and guides planning, facilitation, implementation, and evaluation of professional learning.

COMPREHENSIVE SYSTEMWIDE PLANNING
System leaders gain the knowledge and tools to plan and design individual, team, school, or systemwide professional learning aligned to educator and student learning needs.

POLICY AND PRACTICE REVIEWS
We help states and systems assess their policy infrastructures and quality of professional learning practices in their systems to improve the return on investment dollars.

CUSTOMIZED SOLUTIONS
Our highly qualified consultants will customize learning experiences that meet the unique needs of your school or district.

For more information, call Tom Manning at 972-421-0900 or visit www.learningforward.org/consulting
Effective school leaders are essential to school improvement. But, what exactly do they do? Find out in these Wallace-supported resources.

**School Leadership in Action: Principal Practices**
Five videos show how 10 successful principals help improve student learning. *Produced by WNET*

**The Principal Story Learning Guide**
A web-based resource using the PBS documentary to support aspiring and current principals. *Developed by Learning Forward*

**The School Principal as Leader: Guiding Schools to Better Teaching and Learning**
Five practices of effective school principals, from a decade of research. *A Wallace Perspective*

Find these and other free resources at wallacefoundation.org.
Make plans to attend Learning Forward’s 2015 Annual Conference in Washington, DC.

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