School-Based Professional Learning Sessions

Saturday, December 7 from 9 am to 4 pm

PC103 EVALUATING PROFESSIONAL DEVELOPMENT: LINKING OUR LEARNING TO STUDENT LEARNING

Accountability in professional development means that educators must show their professional learning experiences lead to better instructional practice and improved learning outcomes for all students. Examine how leaders can make sure that new forms of job-embedded, school-based professional learning make a difference in teachers' practices and students' performance. Learn how to identify reliable indicators of student success, apply research findings to professional development design and implementation, gather quantitative and qualitative evidence on effects, and present that evidence in meaningful and convincing ways.

Participants will:

• Take away new ideas and strategies for improving professional development processes.
• Understand how to evaluate the results of professional learning experiences in terms of teachers' practice and students' performance.
• Consider how to improve instructional practice and better meet the needs of diverse learners.

Thomas Guskey, University of Kentucky, Lexington, KY, guskey@uky.edu

PC110 MASH UP: STANDARDS FOR PROFESSIONAL LEARNING AND TECHNOLOGY

The use of technology is a non-negotiable in today's learning environments. Hear how technology can be embedded in professional learning activities and curriculum so that teachers can implement new content, skills, and strategies in their classrooms. Mash up a variety of technology applications with the implementation of the Standards for Professional Learning. Collaborate with your personal and professional learning network to gain ideas that will enhance student learning.

Participants will:

• Develop an understanding of the Standards for Professional Learning.
• Explore technology applications that support the implementation of the standards.
• Learn new ideas that can be implemented immediately.
Participants should bring a smartphone, tablet, or laptop.

Alice Owen, Irving, TX, aowen52@yahoo.com
Sam Farsaii, Coppell Independent School Districts, Coppell, TX, sfarsaii@coppellisd.net

Sunday, December 8 from 9 am to 4 pm

PC202  GOT DATA? NOW WHAT?: CREATING AND LEADING CULTURES OF INQUIRY

Data can distract or direct. Instructors who skillfully use data to focus attention and energy keep interactions learning-focused and student-centered. Learn how groups can employ clear structures and well-designed protocols to guide and facilitate conversations to overcome denial, dismissal, and defensiveness. Gain an introduction to a three-phase framework that helps groups discover assumptions, motivate data-focused inquiry, develop shared understandings of problems and solutions, and increase confidence and success in working with data and one another. See how data as feedback can differentiate choices that are effective from those that are not. Link data explorations to positive outcomes for students, developing shared ownership of important questions and collaborative answers that make assessments meaningful and applicable to improving practices.

Participants will:

• Learn practical structures for using data to focus a group's attention and energy.
• Apply a three-phase model for guiding data-driven collaborative inquiry.
• Extend a repertoire of tools for productive group planning and problem solving.

Participants should bring a copy of Got Data? Now What?: Creating and Leading Cultures of Inquiry (Solution Tree, 2012) by Laura Lipton and Bruce Wellman.

Laura Lipton, MiraVia, Sherman, CT, lelipton@miravia.com
Bruce Wellman, MiraVia, Guilford, VT, bwellman@miravia.com

PC209  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 development opportunities. Learn the answers to three basic questions: What are 20 strategies that I can use to make my professional development experience unforgettable? What are techniques that appear to 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

PC210 DEMYSTIFYING PROFESSIONAL LEARNING COMMUNITIES: A SYSTEMS APPROACH FOR STUDENT SUCCESS

Research shows that effective professional learning communities enhance learning for all students. Learn five dimensions for creating and sustaining learning communities and how the process can become more systemic by incorporating district support. Practice using strategies, tools, and resources that build leadership and collaborative skills at all levels of the local system. Hear from practitioners who are actually implementing this more systemic approach to learning communities in their districts and schools.

Participants will:

• Identify critical dimensions of the professional learning community process.
• Explain benefits of a systems approach to this collaborative process.
• Use resources and implement practices at both the school and district levels that foster the process throughout the system.
• Implement formal and informal assessments to determine community status and plan for continuous improvement.

Kristine Kiefer Hipp, Cardinal Stritch University, Milwaukee, WI, kahipp@stritch.edu
Dianne Olivier, University of Louisiana at Lafayette, Lafayette, LA, dolivier@louisiana.edu
D’Ette Cowan, Austin, TX, dette.cowan@att.net
Jane Huffman, University of North Texas, Denton, TX, jane.huffman@unt.edu

Monday, December 9 from 9 am to 12 pm continuing 2:30 pm to 4:30 pm

A06 CREATING INTENTIONAL COLLABORATION
Collaborative teams are the fundamental building block of professional learning communities. Articulate key structural and cultural components of high performing collaborative teams. Learn to implement specific strategies to manage, monitor, and guide the work of collaborative teams. Apply five keys for facilitating successful collaborative team meetings. Acquire a wide range of practical tools and strategies to build powerful collaborative cultures in schools.

Tom Many, ABS Enterprise, Broomfield, CO, tmany96@aol.com
Susan Sparks Many, ABS Enterprise, Broomfield, CO, susan.sparks@ucdenver.edu

Monday, December 9 from 9 am to 12 pm

B05 FACILITATING AUTHENTIC LEARNING
Discover how to build community, plan and assess powerful learning experiences, and process reflection. Build a collaborative learning community as a precursor to classroom facilitation. Combine professional
learning and pedagogy in a common language and practice methods to combine 21st-century skills with the Common Core State Standards.

Laura Thomas, Antioch University New England, Keene, NH, laura_thomas@antiochnne.edu

B08 DEEPENING COLLABORATION USING VIDEOS AND ONLINE PROFESSIONAL DEVELOPMENT

Video and online resources can be a boon when seeking to maximize job-embedded professional learning. See how Alaskans and others, in both urban and rural settings, take advantage of free resources at www.successatthecore.com to support improving instruction and school leadership capacity. Learn how design of professional learning and outreach efforts can leverage existing reforms and stretch dollars while developing capacity of school teams and adopting new student performance standards. Bring a laptop or tablet computer for hands-on participation.

Karen Iris, Anchorage School District, Anchorage, AK, iris_karen@asdk12.org
Sonia Caus Gleason, Education Development Center, Boston, MA, sonia@soniacausgleason.org
André Layral, Alaska Association of Secondary School Principals, Fairbanks, AK, aassp@alaskaprincipal.org

B11 WORKING TOGETHER TO CREATE CULTURALLY PROFICIENT SCHOOLS

Discover deep-structure sources such as values, assumptions, and beliefs leading to organizational redesign for excellence. Gain protocols that facilitate culturally proficient behaviors and explore reflective questioning techniques that spark generative learning for group and individual progress. Learn to maximize facilitation skills that amplify dialogic processes in group settings appropriate for adult professional learning.

Franklin CampbellJones, CampbellJones & Associates, Ellicott City, MD, fcampbelljones1@gmail.com
Brenda CampbellJones, CampbellJones & Associates, Ellicott City, MD, campbelljonesassoc1@gmail.com

B13 THE TRANSFORMATIVE POWER OF CO-LEARNING

Explore successful collaborative classroom practices that motivate and inspire students. Understand that commitment, purposeful planning, and engaging students and parents is critical to increasing all students' achievement through precise assessment and instruction. Examine a collaborative inquiry model and leave with a sense that collaborative practice is possible at the system level and in every classroom.

Lyn Sharratt, University of Toronto, Toronto, ON, Canada, lyn.sharratt@utoronto.ca
Beate Planche, Newmarket, ON, Canada, bmplanche@gmail.com

B14 TEACHING LEARNING COLLABORATIVE: A PROTOCOL FOR LESSON STUDY

Hear about a type of professional learning community (PLC) that is focused on lesson design. Gain a protocol that improves teacher quality through collaborative selection of learning goals, identification of research-based instructional strategies, and use of student work for analysis of impact. Discover how the PLC can be adapted for use in a variety of coaching settings including inservice and preservice.
Karen Cerwin, WestEd/K-12 Alliance, Rimforest, CA, kcerwin@wested.org
David Harris, Escondido Unified School District, Escondido, CA, dharris@eusd4kids.org

B21 USING QUALITY PERFORMANCE ASSESSMENTS TO PROMOTE STUDENT LEARNING
Learn how to create communities of practice around performance assessments aligned with Common Core State Standards and 21st-century skills. Build assessment literacy and explore how to develop and evaluate the technical quality of performance assessments while using collaborative protocols. Understand how the analysis of performance assessment data contributes to improved teaching and learning.

Laurie Gagnon, Center for Collaborative Education, Boston, MA, lgagnon@ccebos.org

B23 MAKING AN IMPACT: DATA TO DRIVE PROFESSIONAL LEARNING
Explore a variety of data sources that are useful in planning and organizing effective professional learning experiences. Participate in dialogue about how data can shape a learning cycle that supports a culture of ongoing growth, and experiment with technology approaches to capture and analyze data. Synthesize learning to create an initial action plan for evaluating impact that can be applied in your setting.

Jill Lachenmayr, Andover Public Schools, Andover, KS, jill@usd385.org
Juliet Correll, My Learning Plan, Great River, NY, jcorrell@mylearningplan.com
Andrew Szczepaniak, Gilbert Public Schools, Gilbert, AZ, andrew.szczepaniak@gilbertschools.net
Lisa Luna, Parkway School District, St. Louis, MO, lluna@pkwy.k12.mo.us
Sonia James-Wilson, Catalyst Research and Development, Rochester, NY, soniajameswilson@catalystrd.com

Monday, December 9 from 10 am to 11 am

TL02 THOUGHT LEADER LECTURE
10 a.m. - 11 a.m.
THE PRINCIPAL: MAXIMIZING IMPACT
The role of the principal as instructional leader has become either too vague or too specific, and in either case is not amenable to maximizing impact on student learning. Examine the basis for this critique. See how principals can play a more indirect but explicit role to maximize impact on what teachers do, especially when working collectively, to improve student achievement.

Michael Fullan, Toronto, ON, Canada, mfullan@me.com

Monday, December 9 from 10 am to 12 pm

C01 HOW TO BUILD SUPPORT FOR PROFESSIONAL LEARNING FROM YOUR SCHOOL BOARD
Gain insights, strategies, and resources for building support for and understanding of powerful professional learning. Experience the case study methodology to assist school board members to view professional learning as a key strategy for improving student achievement. Consider reasons for advocating that local
districts adopt Standards for Professional Learning. Determine your next steps and develop an action plan to support it

Anne Foster, Parents for Public Schools, Jackson, MS, afoster@parents4publicschools.org
Lanet Greenhaw, Richardson, TX, lgreenhaw@sbcglobal.net
Lisa Casto, Allen Independent School District, Allen, TX, lisa_casto@allenisd.org

C02  TRANSFORMING PROFESSIONAL LEARNING
Learn about the many resources emerging from a seven-state effort focused on transforming professional learning to implement new standards, assessments, and educator effectiveness systems. Examine the free resources, which are designed to support state, district, and school leaders and which improve both policy and practice in professional learning. Gain an overview of the resources, highlights from the products, and how to use them to strengthen the quality and results of professional learning.

Learning Forward acknowledges the support of the Bill & Melinda Gates Foundation, the Sandler Foundation, and the MetLife Foundation for this session.

Joellen Killion, Learning Forward, Arvada, CO, joellen.killion@learningforward.org

C04  DIFFERENTIATED PROFESSIONAL DEVELOPMENT WITH REASONING MIND
To be truly effective, professional development must be differentiated for teachers based on their individual needs, interests, and preferences. Hear about ways to offer teachers the option to choose from multiple topics that are aligned to specific outcomes in the classroom and can be offered in various formats to effectively integrate the use of technology. See how the professional development chosen by teachers can be designed to facilitate conversations and discussions among peers based on one or more guiding principles or ideas. Understand how to accurately evaluate the effectiveness of teacher professional development.

Austin Deakins, Reasoning Mind, Houston, TX, austin.deakins@reasoningmind.org
AJ Hunter, Reasoning Mind, Houston, TX, austin.hunter@reasoningmind.org

C06  GOING GLOBAL: LEARNING FORWARD'S STUDY OF INTERNATIONAL PROFESSIONAL LEARNING
Hear about a preliminary study of international professional learning and consider the role of Learning Forward in sponsoring an international network devoted to professional learning. Learn about the basics of professional learning in other countries and the U.S. Explore issues related to self-efficacy and job satisfaction, innovation, effective teachers and teaching, qualities of professional learning, professional learning communities, conditions for effective professional learning, and more.

Learning Forward acknowledges the support of the MetLife Foundation for this study and session.

Lois Easton, Tucson, AZ, leastoners@aol.com

C08  SERIOUS GAMES FOR PROFESSIONAL DEVELOPMENT: A CLASSROOM OF ONE
Hear about a content-aligned virtual high school for teachers that allows them to rehearse and learn new
strategies for conversations with students via a simulated social network. Examine a conversation-driven prototype created as part of a larger program of professional development, teacher performance, and quality assessment. Explore a rehearsal space where risks can be taken and failures have consequences only within the simulation. See how complex systems can be simulated using a relatively simple number of variables in a prototype developed by the University of Texas at Dallas with a grant from the Bill & Melinda Gates Foundation in partnership with the University of Michigan.

Adam Brackin, University of Texas at Dallas, Richardson, TX, adam.brackin@utdallas.edu

C09 CULTURAL LITERACY FOR THE COMMON CORE STATE STANDARDS
Learn how two schools, a highly diverse urban high school and a suburban elementary school, used a framework to embed cultural literacy into implementation of the Common Core State Standards. Discover job-embedded professional development tools you can use to support learners in meeting the standards and in building a school community that is culturally responsive to changing demographics. Practice the skills necessary to add cultural literacy to the implementation of the Common Core State Standards.

Bonnie Davis, Educating For Change, Kirkwood, MO, a4achievement@earthlink.net
Roberta McWoods, Kirkwood School District, Kirkwood, MO, roberta.mcwoods@kirkwoodschoools.org
Vicki Johnson, Kirkwood School District, Kirkwood, MO, vicki.johnson@kirkwoodschoools.org
Tiffany Holliday, West Contra Costa Unified School District, Pinole, CA, hollidayteacher@gmail.com

C10 PROFESSIONAL LEARNING: A CREATIVE PROCESS
Explore how Adlai E. Stevenson High School is approaching professional learning as a creative process, as adapted from the work of Mihaly Csikszentmihalyi. Journey into formative assessment and the pathway through preparation, incubation, insight, evaluation, and elaboration. Discover communicative strategies and processes that support collaborative teams who are sharpening a focus on the interrelationship between curriculum, instruction, and assessment.

Mark Onuscheck, Adlai E. Stevenson High School, Lincolnshire, IL, monuscheck@d125.org
Eric Twadell, Adlai E. Stevenson High School, Lincolnshire, IL, etwadell@d125.org
Anthony Reibel, Adlai E. Stevenson High School, Lincolnshire, IL, areibel@d125.org

C11 COACHING TO BUILD MENTOR EXPERTISE: MENTORS ARE MADE RATHER THAN BORN
In the realm of mentor leadership and professional development, a mentor's fieldwork offers a rich terrain for learning. Move beyond mentor academies and forums to facilitate mentoring-based learning opportunities. Explore how to enhance ongoing mentor professional development with formative assessment tools and methodologies parallel to those found in quality mentoring programs. Share effective strategies that encourage reflection and rigorous analysis of mentoring practice to ensure effective mentoring.

Shalini Patel, New Teacher Center, Chicago, IL, spatel@newteachercenter.org
Mimi Appel, New Teacher Center, Santa Cruz, CA, mappel@newteachercenter.org
Jordan Brophy-Hilton, New Teacher Center, Durham, NC, jbhilton@newteachercenter.org
C12  CAMPUS PROFESSIONAL LEARNING: USING DATA TO SUPPORT AND SUSTAIN IT OVER TIME
Hear how campus leaders used student and teacher performance data to develop a learning goal for their schools based on the specific needs of their students and teachers. Learn how school leaders worked to focus their professional development on improving teacher and student performance. Receive templates and processes that help move campus-level professional development to a data-driven, sustained learning effort. Apply engaging, visual tools for unpacking campus data.

Karen Nix, Mesquite Independent School District, Mesquite, TX, knix@mesquiteisd.org
Debi Tanton, Mesquite Independent School District, Mesquite, TX, dtanton@mesquiteisd.org

C13  LONGITUDINAL TRENDS FROM EDUTOPIA'S PROFESSIONAL LEARNING COMMUNITY
Hear how Edutopia.org serves as a professional learning community that supports knowledge-sharing and research-based reforms among educators in a variety of roles. Gain resources and tips for creating and developing a professional learning community through digital environments. Explore six core strategies to enhance teaching and learning in K-12 settings based on rigorous research and more than a decade of case studies and practitioner feedback.

Vanessa Vega, The George Lucas Education Foundation, Nicasio, CA, vanessa.vega@edutopia.org

C14  HOW TO SYSTEMATICALLY BUILD INSTRUCTIONAL LEADERS
Discover how to create and support campus leaders using a series of aligned learning opportunities that connect district initiatives and goals to the campus level. Learn how to apply simple, yet in-depth protocols to leadership team agendas and transform principals into instructional leaders. Increase the capacity of teachers and principals by designing your own leadership academies.

Edward Chevallier, Northwest Independent School District, Justin, TX, echevallier@nisdtx.org
Robert Thornell, Northwest Independent School District, Justin, TX, rthornell@nisdtx.org
Damon Edwards, Northwest Independent School District, Justin, TX, dedwards@nisdtx.org
Kim Caley, Northwest Independent School District, Justin, TX, kcaley@nisdtx.org

C15  FLIPPING YOUR PROFESSIONAL LEARNING AND OTHER LEARNING DESIGNS
Planning and designing professional learning requires more than choosing a few activities to go with your content. Learn to use and select effective professional learning designs while modeling current classroom instructional practices. Engage in discussion and practical application of learning theories, examine multiple factors to consider when making decisions about appropriate learning designs, and experience ways to promote active engagement.

Jacqueline Kennedy, Frisco, TX, kennedyje@yahoo.com

C16  ADDRESSING COMMON CORE STATE STANDARDS TEXT-COMPLEXITY THROUGH PROFESSIONAL LEARNING COMMUNITIES
Investigate how to use text complexity tools in your professional learning communities to analyze text at all grade levels. Understand and be able to apply quantitative, qualitative, and reader and task considerations.
to texts during the decision-making process. Increase awareness of how to incorporate text selection criteria and processes into district professional development or professional learning communities.

**Patricia Davis**, Mid-continent Research for Education and Learning, Denver, CO, pdavis@mcrel.org  
**Vicki Foster**, Aurora, CO, vfoster52@gmail.com

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**Monday, December 9 from 1 pm to 2:15 pm**

**KEYNOTE SPEAKER MARC PRENSKY**

**GENERAL SESSION**

**TEACHING DIGITAL NATIVES**

Marc Prensky is considered one of the world's leading experts on the connection between learning and technology. Prensky's professional focus is on designing better pedagogy and curriculum for the digital generation and on helping people understand how to thrive in the digital age. Through his writings and talks, he helps educators learn to adapt their pedagogy for the 21st century, including a new form of partnering between teachers and students. In his talks around the globe, Prensky initiates and conducts unique educator-student dialogs about the teaching, training, and learning processes. Prensky is a strong advocate of teachers knowing and using students' individual passions as motivators, and of students' participation in the design of their own education. Prensky has published five books and scores of essays and articles, including *Digital Game-Based Learning* (McGraw-Hill, 2001), *Don't Bother Me Mom — I'm Learning* (Paragon House, 2006), *Teaching Digital Natives: Partnering for Real Learning* (Corwin, 2010), *From Digital Natives to Digital Wisdom* (Corwin, 2012), and *BRAIN GAIN: Technology and the Quest for Digital Wisdom* (Palgrave Macmillan, 2012).

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**Monday, December 9 from 2:30 pm to 4:30 pm**

**D04 ONLINE PROFESSIONAL DEVELOPMENT MODULES FOR IMPLEMENTING COMMON CORE STATE STANDARDS**

As states, districts, and schools transition to the new Common Core State Standards, teachers will need to know how well their teaching aligns to the new standards. Hear about the Surveys of Enacted Curriculum online system that has been providing analysis of instruction and standards for years. Explore a process and specific steps for school and district teams. Understand the application of data for professional development and the use of data for tracking and evaluating instructional change over time.

**Rolf Blank**, Council of Chief State School Officers, Washington, DC, rolfb@ccsso.org  
**Lani Seikaly**, Maryland Department of Education, Chestertown, MD, laniseikaly@me.com

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**D05 OBSERVING TOGETHER: LEADING COLLABORATIVE INQUIRY AROUND LIVE LESSONS**

Learn a framework for leading teacher teams in continuous, collaborative inquiry around live lessons. Through a hands-on simulation, experience a non-evaluative observation and debriefing protocol, and recognize the powerful ways facilitators can build trust while raising the bar for teacher and student learning. Collaborate to identify potential challenges and plan effective action steps to lead team inquiry around live lessons from your unique setting.

**Tonya Ward Singer**, Santa Rosa, CA, mail@tonyasinger.com
**D09  PURPOSEFUL DIALOGUE: A PROCESS FOR REFLECTION**
A challenge schools face is in engaging teachers in intentional, reflective curricular conversations that lead to positive changes in practice. Learn about one urban school's journey toward teacher collaboration. Gain knowledge of Understanding by Design (UbD) and the backward curriculum design process. Consider how to plan and facilitate small and large groups for measureable results.

*Karen Norris*, Salesmanship Club Youth and Family Centers, Dallas, TX, knorris@salesmanshipclub.org  
*Sandy Nobles*, Salesmanship Club Youth and Family Centers, Dallas, TX, snobles@salesmanshipclub.org

**D20  PEER COACHING TO IMPROVE DIFFERENTIATION**
Learn how an embedded and sustainable professional development model of partner-driven peer coaching informs and improves an awareness of differentiated instruction for diverse student populations at the elementary and secondary levels. Develop a plan of action for implementation through available technology, such as iPads, for reflective peer coaching and heightened instructional awareness. Improve differentiated instruction through active and ongoing professional development at the campus level with little budgetary impact.

*Jennifer Bailey*, Kilgore Independent School District, Longview, TX, jbailey@kisd.org  
*Scott Bailey*, Stephen F. Austin State University, Nacogdoches, TX, baileybryan@sfasu.edu

**D26  MAPPING A PROFESSIONAL LEARNING PLAN WITH EXPLORATORY RESEARCH**
Learn how a Title I elementary school collaborated with university faculty to conduct action research as part of their professional learning planning process. Understand the importance of gathering both outcome and process data in planning and evaluating professional learning. Apply these concepts to your own work setting as you draft a plan for using exploratory action research to deepen understanding of factors that contribute to a problem of practice.

*Susan Chapman*, Clear Creek Independent School District, Webster, TX, slchapma@ccisd.net  
*Laurie Weaver*, University of Houston-Clear Lake, Houston, TX, weaver@uhcl.edu

**D39  BEYOND COMMON CORE STATE STANDARDS: FOCUSING TEACHING, LEARNING, AND LEADERSHIP**
Look beyond the standards and discover instructional, organizational, programmatic, and leadership strategies that work. See how a focus on teaching, learning, and leadership means providing professional learning that empowers educators with practices, processes, and content that promote strong implementation and build a culture of results. Create a plan of action to focus teaching, learning, and leadership efforts at your school or district.

*Lissa Pijanowski*, The Leadership and Learning Center, Alpharetta, GA, lissa.pijanowski@hmhco.com  
*Steve Ventura*, The Leadership and Learning Center, Templeton, CA, sventura@hmhco.com

**D41  THE TEACHER KNOWING-DOING GAP**
Teachers find themselves struggling with information overload, as well as a lack of some information, and
old habits. Address the knowing-doing gap and see how to improve student achievement through professional development. Understand how professional development, not evaluation, can close the gap. Transform awareness into action and habit into change.

Jane Pollock, Learning Horizon, Fort Collins, CO, jpollock@learninghorizon.net
Gary Nunnally, Lincoln, NE, nunnallygary@gmail.com

D42 FINDING YOUR HERD: A GUIDE TO STARTING PROFESSIONAL LEARNING COMMUNITIES
Discover how your herd can become a collaborative, productive, results-oriented team that will enhance student achievement. Learn how one urban elementary school implemented professional learning communities to create a common vision and change the school culture. Walk away with protocols and the inspiration needed to start implementing professional learning communities immediately.

Shirley Kensey, School District of Lancaster, Lancaster, PA, slkensey@lancaster.k12.pa.us
Lori Bergey, School District of Lancaster, Lancaster, PA, lbergey@lancaster.k12.pa.us
Tami Garber, School District of Lancaster, Lancaster, PA, tlgarber@lancaster.k12.pa.us
Jackie Good-Mullin, School District of Lancaster, Lancaster, PA, jmgood-mullin@lancaster.k12.pa.us

RT INTERSECTING STUDENT LEARNING OBJECTIVES WITH PERSONALIZED PROFESSIONAL DEVELOPMENT
Learn how one middle school faculty examined student-learning outcomes to increase their students' achievement while using their district's professional development plan to increase their own successes. Discover the pathways that lead to professional development being more meaningful and, rather than job-embedded, being psyche-embedded. Increase creativity with your own interpretation of elements of your school's professional development plan by looking for deeper meaning of development.

Cris Blackstone, Franklin and Hill School District, Franklin, NH, cblackstone@sau18.org

RT POWER UP PROFESSIONAL LEARNING: CONNECTING TECHNOLOGY WITH PRACTICE
Learn how you can use PowerUp WHAT WORKS (www.powerupwhatworks.org), a free, federally-funded toolkit, to meet the Common Core State Standards by linking technology to best practices. Discover how PowerUp supports educators to plan, prioritize, monitor, support, and make maximal use of a school's technology investments. Identify ways in which the website can be used to promote professional learning related to the utilization of resources.

Judith Zorfass, Education Development Center, Weston, MA, jzorfass@edc.org

RT USING TOOLS TO MONITOR IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT
Changing educator practice requires a deep understanding of the need to monitor the implementation of new strategies. Understand how to develop a clear plan for monitoring implementation of professional development and how to align resources to support the monitoring process. Evaluate implementation-
monitoring techniques and plan ways to integrate techniques into continuous professional development practice.

Monette McIver, Mid-continent Research for Education and Learning, Denver, CO, mmciver@mcrel.org
Robin Wisniewski, Mid-continent Research for Education and Learning, Denver, CO, rwisniewski@mcrel.org

Monday, December 9 from 3:30 pm to 4:30 pm

TL05  THOUGHT LEADER LECTURE
3:30 p.m. - 4:30 p.m.
LET'S MEET IN THE MIDDLE AND WORK THE CURVE
If we’re going to significantly impact student achievement for students, not only do we have to implement reforms with fidelity, but we have to do so while considering those who are closest to teaching and learning in the classroom: teachers and principals. Understand how teachers and principals are the linchpin for successful reforms. Hear about the work being done at the Bill & Melinda Gates Foundation, in conjunction with many partners, and how it has the potential to significantly accelerate teacher and student performance in this country. See how teachers and principals can be co-leaders and co-designers of reforms by using multiple measures to measure teacher performance, developing tools to help teach the Common Core State Standards, and providing professional learning opportunities that show impact.

Irvin Scott, Bill & Melinda Gates Foundation, Washington, DC, irvin.scott@gatesfoundation.org

Tuesday, December 10 from 9 am to 12 pm continuing 2:30 pm to 4:30 pm

E04  DESIGNING ASSESSMENTS ALIGNED TO STANDARDS
Learn a process that will assist teacher teams in designing high-quality, valid and reliable, formative and summative assessments aligned to standards. Discover how to craft assessments that provide teacher teams with actionable data to improve student learning in order to identify those students who need more time and support and those who can benefit from more challenging work. Apply knowledge of validity and reliability in the assessment design process. Develop an assessment blueprint that correlates to standards and leads to the development of high-quality multiple choice, constructed response questions, and rubrics.

Jeanne Spiller, Kildeer Countryside School District 96, Buffalo Grove, IL, jspiller@kcsd96.org
Julie Brua, Aptakisic-Tripp School District 102, Buffalo Grove, IL, jbru@district102.org

E07  SHAPING POSITIVE SCHOOL CULTURES AND TRANSFORMING TOXIC CULTURES TO SUPPORT PROFESSIONAL LEARNING
Examine ways to shape positive school culture and transform toxic cultures to support professional learning and student success. Create ways to read, assess, and build strong cultures that reinforce successful schools. Develop practical strategies to reinforce cultural beliefs, enhance ethical student-focused values, use storytelling and celebrations to build a sense of purpose, and address the challenges of negative behaviors and relationships. Leave with concrete strategies to address the pitfalls, paradoxes, and promises of school culture.

Kent Peterson, University of Wisconsin-Madison, Madison, WI, kpeterson@education.wisc.edu
Tuesday, December 10 from 9 am to 10 am

**TL06  THOUGHT LEADER LECTURE**

9 a.m. - 10 a.m.

**TEACHER EVALUATION DONE RIGHT**

Prodded by the requirements of Race to the Top grants and federal waivers from No Child Left Behind, states and districts across the country have been changing policies at a rapid pace. The drive for timely reform does not allow much chance to consider the research base for teaching practice and can result in teacher evaluations fraught with unintended consequences. Hear why a research-based approach to teacher evaluation is a must and gain an overview of guidelines and models that could be used to make such an approach a reality.

**Linda Darling-Hammond**, Stanford University, Stanford, CA, ldh@stanford.edu

Tuesday, December 10 from 9 am to 12 pm

**F01  COMBINING PROFESSIONAL LEARNING COMMUNITIES WITH INSTRUCTIONAL AND PEER COACHING**

Understand how to impact student achievement through teacher learning using coaches, administrators, and teacher leaders to facilitate the work of professional learning communities. See how instructional coaching and peer coaching can greatly increase the learning in professional learning communities. Identify strategies and practice facilitation skills for these key leadership roles.

**Steve Barkley**, PLS 3rd Learning, Bethlehem, PA, lmalanowski@plsweb.com

**F11  COLLABORATIVE INQUIRY: FOCUSING ON STUDENT LEARNING THROUGH TEAMS**

Examine how lesson study can be used as a job-embedded model of professional learning. Explore how it increases teacher collaboration and improves instructional planning. See how a large, urban school district's framework for implementation was used to build capacity for facilitation in local schools.

**Adrienne Tedesco**, Gwinnett County Public Schools, Powder Springs, GA, adrienne_tedesco@gwinnett.k12.ga.us

**DeNelle West**, Gwinnett County Public Schools, Powder Springs, GA, denelle_west@gwinnett.k12.ga.us

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**Leilani Esmond**, Gwinnett County Public Schools, Powder Springs, GA, leilani_esmond@gwinnett.k12.ga.us

**Anna Mary Smith**, Gwinnett County Public Schools, Powder Springs, GA, anna_mary_smith@gwinnett.k12.ga.us

**F13  INSTRUCTIONAL ROUNDS PUT TO THE TEST**

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 school.
Examine the challenges of creating a rigorous approach to instructional rounds, study the protocols that preserve the integrity of the process, and hear directly from teachers who have participated successfully.

Scott Fowler, New York City Department of Education, New York City, NY, sfowler@nyc.rr.com
Donnett Langley-Samuels, New York City Department of Education, New York City, NY, dlangle@schools.nyc.gov

F15  FINDING CONNECTIONS: STANDARDS AND 21ST-CENTURY SKILLS
Help students experience the real-world applications required by the Common Core State Standards (CCSS), embedded in the Next Generation Science Standards (NGSS), and aligned to support 21st-century skills. Learn how to build integrated learning experiences that incorporate creativity, collaboration, communication, critical thinking, and increase college- and career-readiness. Strategize the professional learning programs that will be needed to support teachers in implementing instruction and assessment that is well matched to CCSS and NGSS.

Kathy DiRanna, WestEd, Huntington Beach, CA, kdirann@wested.org
Jo Topps, WestEd, Huntington Beach, CA, jtopps@wested.org

F18  PIONEERING PARTNERSHIPS: POWERFUL PRACTICES THAT PAY OFF
Engage in the leadership journey of two high-poverty elementary schools to make teaching visible, student learning viable, and the process replicable. Collaborate around the idea of choosing a focus to drive results, using learning communities, and uncovering the powerful practices of peer observations and data teams. Evaluate the effectiveness and impact an instructional coach can have.

Sarah Stevens, Joplin Schools, Joplin, MO, sstevens0249@gmail.com
Jennifer Doshier, Joplin Schools, Joplin, MO, jenniferdoshier@joplinschools.org
Jill White, Joplin Schools, Joplin, MO, jillflakne@joplinschools.org
Angie Besendorfer, Joplin Schools, Joplin, MO, angiebesendorfer@joplinschools.org

F23  COLLEGE- AND CAREER-READINESS THROUGH CASE STUDY AND PROJECT-BASED LEARNING
Discover the unique benefits of case studies to help educators prepare students to solve real-world problems in real-world settings. Analyze case studies written by educators and students at an internship- and project-based urban high school using tools they designed. Develop your own case study drafts and tools while learning about the collaborative process.

Michelle Cox, The Met School, Providence, RI, mcox@metmail.org
Erica Dalomba, The Met School, Providence, RI, edalomba@metmail.org
Julia Johnston, The Met School, Providence, RI, julia.johnston@metmail.org

F25  INCREASING ACADEMIC GROWTH FOR ALL LEARNERS: A COMPREHENSIVE COACHING MODEL
Learn how to develop job-embedded professional development through reallocation of funding, not additional funding. Understand the fundamentals of developing a building-level coaching model based on trust. Examine the importance of data analysis for improved learning for all student learner groups, from at-
risk to gifted. See how to create and develop a model of curriculum and instructional improvement through ongoing building-level professional development.

**Emily Tammaru**, Community Consolidated School District 89, Glen Ellyn, IL, etammaru@ccsd89.org
**Deb Carroso**, Community Consolidated School District 89, Glen Ellyn, IL, dcarroso@ccsd89.org
**Diane Gresher**, Community Consolidated School District 89, Wheaton, IL, dgresher@ccsd89.org
**Jessica Langman**, Community Consolidated School District 89, Glen Ellyn, IL, jlangman@ccsd89.org
**Laura Lipinski**, Community Consolidated School District 89, Glen Ellyn, IL, llipinski@ccsd89.org
**Lisa Groves**, Community Consolidated School District 89, Glen Ellyn, IL, lgroves@ccsd89.org

**F26  CREATING A VIRTUAL LEARNING ENVIRONMENT**
Learn how to create a virtual learning environment that cultivates a team culture while increasing implementation. Explore technology tools that will allow you to turn your workshops into job-embedded professional development that increases implementation and allows participants to work as a collaborative team. Apply technology tools to design a virtual environment using simulated or participant-identified content.

**Brandy Wall**, Frisco Independent School District, Frisco, TX, wallb@friscoisd.org
**Katrina Stroot**, Frisco Independent School District, Frisco, TX, strootk@friscoisd.org
**Kim Hampton**, Frisco Independent School District, Frisco, TX, hamptonk@friscoisd.org

**F27  USING CONVERSATION AND VIDEOS TO SUPPORT EFFECTIVE TEACHING**
Experience a replicable process for collaboratively engaging educational colleagues in deepening their understanding of college- and career-readiness and teacher practices that support demonstrated student proficiency. Learn how to use facilitated conversations and classroom videos to build common understanding and shared agreements about effective teaching. Gain protocols that can be replicated in your organization to build shared agreements about effective teaching through facilitated conversations and use of videos.

**Phyllis Unebasami**, Kamehameha Schools, Honolulu, HI, phunebas@ksbe.edu
**Andrea Hajek**, National Board for Professional Teaching Standards, Arlington, VA, ahajek@nbpts.org

**Tuesday, December 10 from 10 am to 11 am**

**TL07  THOUGHT LEADER LECTURE**
10 a.m. - 11 a.m.
**THE iPD CHALLENGE: ARE YOU READY TO ACCEPT IT?**
Kathi Littmann, and a panel of educators leading the transformation of professional development, will discuss emerging trends and critical issues in the field. Learn why the Bill & Melinda Gates Foundation launched the iPD Challenge, who the early winners were, and what lessons can be learned from them. Leave understanding how and why your school system should take the challenge.

**Kathi Littmann**, Bill & Melinda Gates Foundation, Seattle, WA, kathi.littmann@gatesfoundation.org
Tuesday, December 10 from 10 am to 12 pm

**G01 TIME IS A FOUR-LETTER WORD**
Learn how to re-purpose existing time and establish additional time for more effective, collaborative, job-embedded professional learning to support implementation of college- and career-ready standards, new assessments, and new educator effectiveness systems. Consider how to remove barriers and allocate enough time for educator professional learning. Receive a free resource to support your next actions related to time for professional learning.

*Learning Forward acknowledges the support of the Bill & Melinda Gates Foundation, the Sandler Foundation, and the MetLife Foundation for this session.*

Joellen Killion, Learning Forward, Arvada, CO, joellen.killion@learningforward.org

Strand: Learning Designs

**G02 MEASURING THE QUALITY OF PROFESSIONAL LEARNING: THE NEW SA12**
Learn about the new Standards Assessment Inventory (SAI2), a reliable and valid survey instrument to measure the quality of professional learning. Explore how to analyze the results of the SAI2 and use the supplemental resources with school and district teams to plan improvement to individual, team, school, and district professional learning.

*Learning Forward acknowledges support from the MetLife Foundation for this session.*

René Islas, Learning Forward, Alexandria, VA, rene.islas@learningforward.org

Pat Roy, Madison, VA, patroy@hughes.net

**G04 JOURNEY INTO PROFESSIONAL LEARNING COMMUNITIES: TACKLING THE UPS AND DOWNS**
Learn how an elementary school created a successful professional learning community by creating productive vertical and horizontal teams and by promoting collaboration in school tutoring, peer observations, and professional adult learning. Hear about success stories, drawbacks and how resistance was tackled. Understand how teacher-led professional learning creates effective professional development and leads to an environment of collaboration.

Wendy Banegas, Ysleta Independent School District, El Paso, TX, wbanegas@yisd.net

Patricia Landavazo, Ysleta Independent School District, El Paso, TX, plandavazo@yisd.net

Georgina Olivas, Ysleta Independent School District, El Paso, TX, golivas5@yisd.net

Estela Mena, Ysleta Independent School District, El Paso, TX, emena@yisd.net

Edna Rodriguez, Ysleta Independent School District, El Paso, TX, erodriguez36@yisd.net

Susana Gutierrez, Ysleta Independent School District, El Paso, TX, sgutierrez12@yisd.net

Susana Garcia, Ysleta Independent School District, El Paso, TX, sgarcia24@yisd.net
**G05  COLLABORATE AND CONNECT: COMMON CORE STATE STANDARDS**

Bring a mobile device and share stories, ideas, and questions online about the Common Core State Standards. Gain an introduction to National Education Association's Great Public Schools network and connect with resources to aid with Common Core implementation. Connect online and continue the dialogue and learning.

**Barbara Frank**, National Education Association, Washington, DC, bfrank@nea.org

**G08  PROFESSIONAL LEARNING BY DESIGN**

Learn how a district intentionally designs self-directed, sustainable professional learning that is differentiated and enhances the relationship between new teachers and their mentors. Investigate a replicable model based on the guiding principles of teacher voice, differentiated instruction, gradual release, and forward planning that facilitate teacher learning and transfer. Explore how the integration of explicit modeling of research-based practices, collaboration, and instructional coaching conversations impact teacher practice and student success.

**Suzanne Molitor**, Peel District School Board, Mississauga, ON, Canada, suzanne.molitor@peelsb.com  
**Dina Burkett**, Peel District School Board, Mississauga, ON, Canada, dina.burkett@peelsb.com  
**Allison Cunningham**, Peel District School Board, Mississauga, ON, Canada, allison.cunningham@peelsb.com  
**Cheryl Dell**, Peel District School Board, Mississauga, ON, Canada, cheryl.dell@peelsb.com  
**Anna Presta**, Peel District School Board, Mississauga, ON, Canada, anna.presta@peelsb.com

**G10  TECHNOPALOOZA: DIFFERENTIATED LEARNING DESIGNS FOR INCREASED TECHNOLOGY INTEGRATION**

Experience an alternative approach to learning effective technology integration. Obtain valuable resources and strategies to build and implement technology-based collaborative learning to increase effective technology use and foster the growth of a techno-driven learning community. Use what you already know about differentiated learning and peer collaboration, add engaging technology tools, seamless content integration techniques, and a fast-paced, choice-driven, fun format to replicate your own recipe for techno success.

**Eleni Fancher**, Tyler Independent School District, Tyler, TX, eleni.fancher@tylerisd.org  
**Kim Tunnell**, Tyler Independent School District, Tyler, TX, kim.tunnell@tylerisd.org

**G11  USING ONLINE TOOLS TO ADVANCE INSTRUCTIONAL IMPROVEMENT INITIATIVES**

Analyze the support teachers need at each stage of new instructional improvement initiatives and how online tools can offer needed help. Explore Success at the Core, a suite of free, online video-based materials, as a tool to build a schoolwide focus on instructional improvement. Hear how the materials have been used to increase personalization and address Common Core State Standards. Bring a laptop or tablet computer for hands-on participation.

**Wendy Sauer**, Education Development Center, Seattle, WA, mwsauer@comcast.net  
**Andrea Brixey**, Cascade School District, Leavenworth, WA, abrixey@cascadesd.org  
**Corrie Freiwaldt**, Renton School District, Renton, WA, corrie.freiwaldt@rentonschools.us
G12  EMPOWERING TEACHER ACTION TEAMS TO IMPLEMENT COMMON CORE STATE STANDARDS
Learn how district staff, coaches, principals, and teacher leaders can work collaboratively in professional learning communities (PLCs) to implement the Common Core State Standards in middle and high school. See how to work collaboratively with colleagues to plan strategies to improve the work of PLCs on the Common Core State Standards. Examine emerging research and share strategies for focusing PLCs on this effort.

Rachel Porter, The Centers for Quality Teaching and Learning, Raleigh, NC, rporter@qtlcenters.org
Karl Clauset, National Whole-Faculty Study Groups Center, Bellingham, WA, kclauset@comcast.net
Morgan Blanton, Cleveland County Schools, Shelby, NC, mblanton@clevelandcountyschools.org
Jason Lineberger, Cleveland County Schools, Shelby, NC, jlineberger@clevelandcountyschools.org
Brooke Hardin, Cleveland County Schools, Shelby, NC, blhardin@clevelandcountyschools.org
Jennifer Walker, Cleveland County Schools, Shelby, NC, jwalker@clevelandcountyschools.org

G13  NEXT STEPS ON THE PROFESSIONAL LEARNING COMMUNITY PATHWAY
Learn how to take your school's professional learning communities (PLCs) to new heights. Experience how an elementary school uses weekly state-of-the-class evaluations and the Response to Intervention process to transform existing PLCs into teacher-driven, student-centered catalysts for change. Create a plan for finding the why behind your PLCs and leave ready to transform your school.

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Donna Busby, Northwest Independent School District, Haslet, TX, dbusby@nisdtx.org
Kirsten Wilson, Northwest Independent School District, Haslet, TX, kwilson01@nisdtx.org

Tuesday, December 10 from 1 pm to 2:15 pm
KEYNOTE SPEAKER PEDRO NOGUERA
GENERAL SESSION
URBAN EDUCATION
Pedro Antonio Noguera is the Peter L. Agnew Professor of Education at New York University (NYU). He holds tenured faculty appointments in the departments of teaching and learning and humanities and social sciences at the Steinhardt School of Culture, Education, and Development at NYU. He is also the executive director of the Metropolitan Center for Urban Education and the co-director of the Institute for the Study of Globalization and Education in Metropolitan Settings. Noguera is the author of seven books and over 150 articles and monographs. His most recent books are Creating the Opportunity to Learn with A. Wade Boykin (ASCD, 2011) and Invisible No More: Understanding and Responding to the Disenfranchisement of Latino Males with A. Hurtado and E. Fergus (Routledge, 2011). Noguera appears as a regular commentator on educational issues on CNN, National Public Radio, and other national news outlets. From 2009 - 2012 he served as a trustee for the State University of New York as an appointee of the governor. He serves on the boards of numerous national and local organizations including the Economic Policy Institute, the Young Women's Leadership Institute, The After School Corporation, and The Nation Magazine.

Tuesday, December 10 from 2:30 pm to 3:30 pm
EXPANDING SCHOOL TIME TO ENABLE TEACHER AND STUDENT SUCCESS: LESSONS LEARNED

With mounting pressure on teachers to implement a more rigorous college- and career-ready curriculum, build strong professional learning communities, and individualize student supports to accelerate student success, the traditional school schedule is proving inadequate to meet current demands, especially in schools serving high poverty students. Hear about the growing movement to expand school time for both teachers and students and share lessons learned. Consider the challenges and opportunities as more schools explore the possibility of breaking from an antiquated school schedule.

Jennifer Davis, National Center on Time & Learning, Boston, MA, jennifer@timeandlearning.org

Tuesday, December 10 from 2:30 pm to 4:30 pm

USING THE POWER OF VIDEO TO COLLABORATE AND IMPROVE TEACHER PRACTICE

See how watching exceptional teachers modeling how Common Core State Standards are put into practice empowers and inspires educators to learn from their peers. Understand how teachers can watch, learn, and share effective teaching practices to work together to improve practice. Explore how video can be shared in collaborative groups to enhance coaching, mentoring, and teacher residency programs. Bring your own device to fully participate.

Rob Bayuk, Teaching Channel, San Francisco, CA, rbayuk@teachingchannel.org
Christopher Bruggeman, Academy for Urban School Leadership (AUSL), Chicago, IL, chrisbruggeman1@gmail.com

RECIPE FOR SUCCESS: EQUITY, PERSONALIZATION, AND PROFESSIONAL LEARNING

Consider how deepening a commitment to equity fuels schoolwide efforts and leads to personalizing learning for educators and students. Examine how to shift from personalizing learning for some students to personalizing for all. See how one elementary school has improved achievement and professional community. Identify school culture, professional learning, and leadership frameworks and practices that advance the success of each student.

Sonia Caus Gleason, Boston, MA, sonia@soniacausgleason.org
Nancy Gerzon, Learning Innovations at WestEd, Woburn, MA, ngerzon@comcast.net
Amber Leblond, Richardson Independent School District, Dallas, TX, amber.leblond@risd.org
Kylee-Lin Wall, Richardson Independent School District, Dallas, TX, lin.wall@risd.org

PEER COACHING: UNLOCKING THE POWER OF COLLABORATION

Experience the power of collaboration to improve teaching and learning. Learn how and why peer coaches have been successful at building powerful collaborative relationships and helping colleagues to change their practice to meet student needs. Understand the importance of communication skills for successful collaboration, and in the process of building educators' capacity to improve student learning.

Les Foltos, Peer-Ed, Mill Creek, WA, lfoltos@peer-ed.com
**H11 ONLINE PROFESSIONAL DEVELOPMENT: HOW TO ENSURE QUALITY**

Gain an understanding of the differences between effective and bad online learning design, and be able to identify the differences in methodology and delivery systems. Explore trends in online adult learning. Identify quality indicators of online professional development and compare them to the national standards developed by the National Education Association.

Lisa Guzman, National Education Association, Gaithersburg, MD, lguzman@neamb.com

**H12 SCHOOLS FOR DIGITAL GENERATIONS**

Learn how a large, urban program-improvement high school with 85% free-and-reduced lunch and a 90% Hispanic population implemented two 21st-century small schools within a traditional setting that engages students using interactive technologies, presentation media, digital stories, and cooperative learning. Explore brain-based research to motivate students. Engage in a unique collaboration model that encourages teacher commitment. Explore common roadblocks and brainstorm ways to circumvent them.

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Angela Halfman, Rialto Unified School District, Rialto, CA, ahalffman2@rialto.k12.ca.us
Mark Harold, Rialto Unified School District, Rialto, CA, mharold@rialto.k12.ca.us
Frank Camacho, Rialto Unified School District, Rialto, CA, fcamacho@rialto.k12.ca.us

**H13 LEADING AND LEARNING: A NEW APPROACH TO PROFESSIONAL DEVELOPMENT**

Discover a unique approach to lesson study that can transform the culture of a school into one that is focused on continuous improvement, vertical alignment, professional discourse, distributed leadership, and job-embedded learning. Create a plan of action for moving a school to a new level of job-embedded professional learning geared towards increased performance of all members of the learning community. Walk away with tools and scheduling ideas to easily and effectively implement this process in any school.

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Michael Griffin, Northwest Independent School District, Haslet, TX, mgriffin@nisdtx.org
Sarah Waterman, Northwest Independent School District, Haslet, TX, swaterman@nisdtx.org
Jaimie McAllister, Northwest Independent School District, Haslet, TX, jmcallister@nisdtx.org

**H17 DEVELOPING TEACHER'S REFLECTIVE PRACTICE THROUGH A PEDAGOGICAL MODEL**

Discover how to engage teachers in productive reflection of their practice through a pedagogical and reasoning model that enables them to improve their practice leading to transformative learning in students. Review the steps to facilitate the professional mentoring process in professional learning communities. Receive user-friendly templates and references on research findings and experience a systematic and reflective process that can be replicated and adapted in various learning environments.

Siew Lin Lee, Ministry of Education, Singapore, Republic of Singapore, lee_siew_lin@moe.gov.sg
Yap Boon Chien, Ministry of Education, Singapore, Republic of Singapore, yap_boon_chien@moe.edu.sg
H22  THE THREE KEYS TO IMPROVING TEACHER EFFECTIVENESS
Developed by connecting lessons learned from improving schools to the best research on teacher effectiveness, three keys help administrators and school leaders raise teacher expertise. Explore this simple and deep approach to observing and assessing instruction, gain critical leadership tools and skills for improving classroom practice, and discover practical ways to develop a culture of professional learning that focuses teachers' professional development around instructional best bets.

Harvey Silver, Silver Strong & Associates, Ho-Ho-Kus, NJ, hsilver@thoughtfulclassroom.com

H32  DEVELOPING COLLECTIVE EFFICACY AROUND STUDENT ACHIEVEMENT
Learn ways to develop collective efficacy among the teaching staff. Increase collective efficacy to build a strong learning community. Understand structures and supports needed to help teachers work collaboratively in a team when looking at student data in order to make instructional decisions. Make the collective efficacy connection between strong, supportive learning communities and successful collaborative teaming.

Janet Sawyer, Mid-continent Research for Education and Learning, Denver, CO, jsawyer@mcrel.org
Emily Steele, Mid-continent Research for Education and Learning, Denver, CO, esteele@mcrel.org

H33  WHEN TWO BECOME ONE, KIDS LEARN
Develop effective co-teaching methods to increase English language learner student participation and understanding in the mainstream classroom. See how to engage in daily peer reviewing techniques and professional development through co-teaching. Gain strategies to increase student performance across all content areas, provide language support, and build strategies to implement in the classroom. Address challenges in implementing co-teaching in your school or district.

Heather Rauls, Cedars International Academy, Austin, TX, hrauls@cedars-academy.org
Veronica Rende, Cedars International Academy, Austin, TX, vrende@cedars-academy.org
Bridget Farr, Cedars International Academy, Austin, TX, bfarr@cedars-academy.org

H34  COLLABORATIVE CONVERSATIONS: CULTIVATING THINKERS INSIDE CLASSROOMS AND BEYOND
To ensure learners achieve the Common Core State Standards, it is essential that students in classrooms and teachers in professional learning communities engage in collaborative conversations. Understand how to guide teachers in using the language of dialogic classrooms where students adopt a dynamic learning stance. Discover how to apply the same language to cultivate collaborative conversations among colleagues and reflect on professional learning experiences.

Maria Walther, Indian Prairie District 204, Aurora, IL, maria_walther@ipsd.org

H36  PROFESSIONAL DEVELOPMENT BEGINS WITH YOU
See how Conifer and Columbine High Schools opened the classroom black box by closely examining and coaching their teachers in the use of time to create more meaningful professional goals. Learn how to collect and aggregate data in order to discover how classrooms are different, why they're different, and how
to make meaningful change. Develop a deeper awareness of a teachers’ profile and make more informed decisions about responses to data. Practice observing and coaching colleagues.

**Brian Stotts**, Jefferson County Public Schools, Conifer, CO, bstotts@jeffco.k12.co.us  
**Christie Stricker**, Jefferson County Public Schools, Conifer, CO, cstricker@jeffco.k12.co.us  
**Mike Musick**, Jefferson County Public Schools, Evergreen, CO, mmusick@jeffco.k12.co.us  
**Bruce Lindsey**, Jefferson County Public Schools, Littleton, CO, blindsey@jeffco.k12.co.us  
**Joey Wilson**, Jefferson County Public Schools, Pine, CO, jwilson@jeffco.k12.co.us

**H38 GENERATING TEACHING EFFECTIVENESS THROUGH EVALUATION AND PROFESSIONAL LEARNING**  
Discover how districts can generate teaching effectiveness by creating human capital systems that integrate effective professional learning into their teacher evaluation systems. Explore strategies designed to ensure that evaluation and job-embedded professional learning are not experienced as separate unrelated programs, but as two sides of the same coin. Review initial findings and district examples that illustrate the integration of professional learning and teacher evaluation.

**Amy Colton**, Center for Collaborative Inquiry, Ann Arbor, MI, acolton2@gmail.com  
**Kay Cornell**, West Bloomfield, MI, kaycornell@comcast.net

**H40 SUCCESS THROUGH TEACHER-LED PROFESSIONAL DEVELOPMENT AND EXTENDED LEARNING TIME**  
Discover how a Learning School Alliance team implemented teacher-led professional development and extended learning time (ELT), where an entire campus embarks in learning and enrichment time. See how this process was implemented with minimal expense to the campus as it used teacher leaders, instructional coaches, support staff, and district personnel. Discover how to create ELT groups, peer observation protocols, teacher-created professional development videos, and book study activities to inspire and engage adult learners.

**Dana Boyd**, Ysleta Independent School District, El Paso, TX, dboyd@yisd.net  
**Tessa Ramos**, Ysleta Independent School District, El Paso, TX, tramos@yisd.net  
**Gabriela Rodarte**, Ysleta Independent School District, El Paso, TX, grodarte1@yisd.net  
**Michelle Casillas**, Ysleta Independent School District, El Paso, TX, mcasillas2@yisd.net  
**Veronica Martinez**, Ysleta Independent School District, El Paso, TX, vmartinez@yisd.net  
**Margarita Herrera**, Ysleta Independent School District, El Paso, TX, mherrera@yisd.net  
**Diana Santana**, Ysleta Independent School District, El Paso, TX, dsantana@yisd.net

**H43 BUILDING A STRONG FOUNDATION THROUGH PROFESSIONAL LEARNING**  
Learn how the use of professional learning builds the capacity of teachers to transform district culture. Explore a transformation model and see how a self-managed data system can be used to monitor adult growth and development. Align the reform model process with the Standards for Professional Learning to support progress.

**Cynthia Cash-Greene**, Orangeburg School District Three, Holly Hill, SC, cashgreene@aol.com  
**Bonnie Moskos**, Orangeburg School District Three, Holly Hill, SC, moskosb@obg3.k12.sc.us  
**Rodney Zimmerman**, Orangeburg School District Three, Santee, SC, zimmermanr@obg3.k12.sc.us
H44 21ST-CENTURY TECHNOLOGY INTEGRATION: VISIONING, PLANNING, IMPLEMENTING
Understand the importance of job-embedded professional development for successful implementation of technology in instruction. Hear about the steps taken to create a structure whereby teachers had access to relevant, practical, and job-embedded professional learning to successfully integrate technology. Learn how a school board's vision, mission, and goals unified the professional development and instructional technology departments into a collaborative team. Explore ways to fund technology integration during financially difficult times.

Vicki McIntosh, Richardson Independent School District, Richardson, TX, vicki.mcintosh@risd.org
Sandra Hayes, Richardson Independent School District, Richardson, TX, sandra.hayes@risd.org
Debra Atchison, Richardson Independent School District, Richardson, TX, debra.atchison@risd.org

H45 TEACHERS, LIBRARIANS, AND PRINCIPALS CAUGHT COLLABORATING FOR CHANGE
Learn how administrators, classroom teachers, librarians, and technologists participated in multidisciplinary collaborative teams, including flipping a classroom. See how educators can collaborate from remote locations online in real time using Google+ Hangout and Google Group. Understand the roles principals and multidisciplinary team members play in supporting the process of collaborative design and implementation of a curriculum project. Bring your own device to fully participate.

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Konnie Wightman, Mandan, ND, konnie@bis.midco.net
Donna James, Valley City State University, Valley City, ND, donna.james@vcsu.edu
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Anna Sell, Ellendale Public Schools, Ellendale, ND, anna.sell@ellendale.k12.nd.us
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Krista McMiller, Ellendale Public Schools, Ellendale, ND, krisna.mcmiller@sendit.nodak.edu

H47 DEVELOP A GLOBAL PROFESSIONAL LEARNING NETWORK IN 140 CHARACTERS
Discover how building a professional learning network (PLN) is necessary for every educator today. Learn to use Twitter to build community, reinvigorate educators, and develop best practices in the 21st century. Bring a laptop or tablet and participate in demonstrations of what Twitter is and how you can leverage it to improve instruction and engage colleagues in the pursuit of lifelong learning. Use Twitter to make research, reflection, growth, and connection a continuous and ongoing part of your life.

Jill Maraldo, Deerfield Public Schools District 109, Deerfield, maraldo.jill@gmail.com
Kathy Melton, Community Unit School District 200, Wheaton, IL, mail.kathyamelton@gmail.com

Tuesday, December 10 from 4:30 pm to 6 pm

TL11 THOUGHT LEADER LECTURE
4:30 p.m. - 6 p.m.
THE STATE OF PROFESSIONAL LEARNING
Learning Forward Executive Director Stephanie Hirsh and Board President Jeff Ronneberg will highlight
the successes and challenges faced by Learning Forward in FY 2012-2013 as it advanced its mission and strategic priorities. Acquire information on the policy agenda; strategies for affecting professional learning in your sphere of influence; new tools and resources for designing and evaluating professional learning for Common Core and other initiatives; and previews from exciting new publications, including Becoming a Learning System. Beware: the enthusiasm of the Learning Forward executive director and board president is contagious and you may find yourself more involved with the efforts of the association! Following the 30-minute update there will be a brief annual meeting of the association. Enjoy refreshments and other surprises!

Stephanie Hirsh, Learning Forward, Dallas, TX, stephanie.hirsh@learningforward.org
Jeff Ronneberg, Spring Lake Park Schools, Minneapolis, MN, jronne@district16.org

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**Wednesday, December 11 from 7:45 am to 9:45 am**

**I03  PREPARING TEACHERS TO COLLABORATE EFFECTIVELY**

Learn how to bring teachers together to engage in effective collaboration. Communicate the why, how, and what behind teacher collaboration. Prepare leaders to identify and develop cadres of skilled facilitators who can support teachers to engage in thoughtful collaboration.

Jaime Kidd, Partners in School Innovation, San Francisco, CA, jkidd@partnersinschools.org
Gretchen Stewart, Partners in School Innovation, San Francisco, CA, gstewart@partnersinschools.org

**I08  BLENDED LEARNING: LEARNING FOR 21ST-CENTURY SKILLS**

Learn about and discuss trends in blended learning. See how every blended-learning model suggests a changing role for teachers and the leaders who support them. Understand Michael Horn's six models of blended learning as a launching point. Consider the best model for your context as well as what the educators in your school community need to be successful facilitators of 21st-century learning.

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

**I11  BEYOND SURVIVAL: STRATEGIES FOR INFUSING DIGITAL LITERACIES**

Explore strategies for equipping teachers and students with essential digital literacies. Discover innovative professional learning models that empower teachers to move beyond mere survival when attempting to leverage rapidly changing technologies within the context of curriculum and instruction. Apply these methods using planning tools to produce real results at the school, teacher, classroom, and student levels.

Jerram Froese, Lewisville Independent School District, Lewisville, TX, froesej@lisd.net

**I27  TITLE I SCHOOLS CAN SUCCEED**

Learn how Title I, urban elementary schools with decreased funding developed academic success on multiple performance indicators. See how two schools fostered success in an era of budget austerity by implementing an approach that employs data intentionality, professional development, intervention, parent involvement, and creation of a positive school culture. Gain practical strategies that can be employed at similar schools.
I32  PROFESSIONAL LEARNING COMMUNITIES: LEADING ON THE CAMPUS
Experience the journey of three principals through the implementation of professional learning communities (PLCs) in a mid-size district. Hear about the ups and downs of engaging teachers in the professional learning community process and come away with strategies to sustain and enhance them. Share ideas to increase the value and effectiveness of your own PLCs and move beyond just another name for a required meeting.

Shauna Hittle, Tyler Independent School District, Tyler, TX, shauna.hittle@tylerisd.org
JoAnn Simmons, Tyler Independent School District, Tyler, TX, joann.simmons@tylerisd.org
Debra Robertson, Tyler Independent School District, Tyler, TX, debra.robertson@tylerisd.org

I33  CREATING A COMMUNITY OF LEARNERS THROUGH DEMONSTRATION CLASSROOMS
Creating a culture of learning starts with embedding professional learning into the classroom. Learn how to develop demonstration classrooms, create classroom lab experiences, and foster a culture of adult learners that will increase student learning. Open classroom doors and learn best practices from colleagues whose students are making growth.

Crystal Hyman, Adams 12 Five Star School District, Thornton, CO, crystal.hyman@adams12.org
Kim McLachlan, Adams 12 Five Star School District, Thornton, CO, kim.mclachlan@adams12.org

I36  EFFECTIVE COLLABORATION TECHNIQUES TO ENHANCE STUDENT LEARNING
Identify key leadership principles that create and maintain a culture of continuous professional learning. Understand the enormous gains for both adult learning and student achievement through the use of structured collaboration and data-based inquiry. Gain tools to assist in creating teams and agendas for successful collaboration and review how to interpret data and set common goals for students.

Jillayne Antoon, Rocklin Academy, Rocklin, CA, jantoon@rocklinacademy.org
Bethany Boekestein, Rocklin Academy, Rocklin, CA, boekesteinmarple@rocklinacademy.org
Trisha Smith, Rocklin Academy, Rocklin, CA, tsmith@rocklinacademy.org
Robin Stout, Rocklin Academy, Rocklin, CA, rstout@rocklinacademy.org

I42  LEADING TECHNOLOGY INTEGRATION ON CAMPUS
Understand how to start a plan for technology integration and see how to take a campus through technology integration in manageable chunks with the use of modeling and hands on technology camps. Explore the design of professional development to support technology integration. Consider ways to cultivate the process through modeling, videos, and examples.

Kris Mitzner, Katy Independent School District, Katy, TX, krisdmitzner@katyisd.org
IMPROVING PROFESSIONAL DEVELOPMENT FROM THE INSIDE OUT
Learn how to increase the effectiveness of professional development in your building by creating classroom-embedded opportunities for professional learning. Explore how to utilize peer observations to improve the instructional impact of all professional development efforts, from implementation of the Common Core State Standards to the application of new teacher evaluation frameworks. Explore the steps of this unique observation process and protocols for the collection of classroom data and examine how peer observations can be leveraged to facilitate instructional learning and enhance professional learning communities in your building.

Trent Kaufman, Education Direction, Salt Lake City, UT, tkaufman@eddirection.com
Phyllis Carr, Chandler Unified School District, Chandler, AZ, carr.phyllis@cusd80.com

Wednesday, December 11 from 10:30 am to 11:45 am

KEYNOTE SPEAKER CONSUELO CASTILLO KICKBUSCH
GENERAL SESSION
VALUING DIVERSITY
Consuelo Castillo Kickbusch was born and raised along the border in a small barrio in Laredo, Texas. After graduating from Hardin Simmons University, Kickbusch entered the U.S. Army as an officer and served for two decades. She became the highest-ranking Hispanic woman in the combat support field of the U.S. Army. In 1996, Kickbusch chose to retire from the military rather than assume a command post, in part, to honor her mother's dying wish to serve her community by dedicating her time to operating Educational Achievement Services and preparing tomorrow's leaders today. In 1998, Kickbusch and a team of educators created the Family Leadership Institute, a multi-faceted educational program focused on providing immigrant/migrant Hispanic families with knowledge, tools, and inspiration to help their first- and second-generation children succeed in school and in life. Kickbusch's dedication to the youth of America has garnered her numerous awards and citations from educational institutions, government agencies, professional organizations, as well as the national media.
How to Register
Fill out the next two pages. Fill out 1, 2, 4, 5 (and 3 if you want to join or renew Learning Forward at a discount price). Registration forms may also be downloaded from the Learning Forward website (www.learningforward.org) or you can register online with Visa or MasterCard. Registrations will be accepted online, via mail, or fax (see form for address and fax number). If you register online or by fax, do not mail a copy of your form. This can cause duplicate charges. All registrations require payment before they are processed. If you use a purchase order for payment, it must accompany the registration form and Learning Forward will issue an invoice on the P.O. which must be paid before the conference.

Deadlines and Discounts
If your registration is postmarked on or before October 15, 2013 you may take a $50.00 discount from a 3-day or 5-day registration. Presenters may take an additional $50.00 discount. Please call 800-727-7288 to see if you qualify for the group discount.

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 your registration confirmation to the Learning Forward conference registration area to receive a nametag, session tickets, and conference materials.

Session Selection
You must select sessions before your conference registration can be processed. 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. If you register after October 15, be sure to go to www.learningforwardconference.org/annual13 to see what is full.

Lecture Series
Choose the Lecture Series and you will receive tickets for all Thought Leader Lectures and Panels.

Cancellation Policy
Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 9, 2013 to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2013. A processing fee of $50 will be deducted from all refunds. No refunds will be issued for cancellations received after Nov. 19, 2013. Learning Forward reserves the right to process refunds after the conference concludes.
# Conference Registration Form

## Learning Forward 2013 Annual Conference

**Conference Registration Form**

**DEC. 7-11, 2013 • GAYLORD TEXAN • DALLAS**

## 1. REGISTRATION DATA:

Learning Forward member number __________________ Your membership number appears on your address label.

First Name ___________________________ Last Name ___________________________

School Dist./Organization _____________________________ Position ___________________________

Address/Street __________________________________________

City / State / Province / Zip ___________________________

Is this address: □ business □ home (All membership materials will be sent to this address)

Business Phone ___________________________ Home Phone ___________________________

E-mail __________________________________________

Please print your e-mail address legibly — your conference confirmation will be e-mailed to you.

## 2. REGISTRATION FEES:

Check (√) each fee that applies and fill in amount.

**Trial memberships do not apply for the member discount.**

| 1-Day Preconference (indicate day attending) | $429 | $479 |
| 2-Day Preconference or two 1-Day Preconferences | $429 | $479 |
| 1-Day Regular Conference (New Lower Price) | $199 | $249 |
| 3-Day Regular Conference | $429 | $479 |
| 5-Day BEST DEAL | $679 | $729 |

**Preconference Session Choice(s):**

Saturday 12/7 through Wednesday (a.m.) 12/11

(7 meals, Sunday Reception, Exhibit Reception, and Affiliate Receptions included)

Subtotal $ __________

## 3. SPECIAL CONFERENCE/INTRODUCTORY MEMBER OPTIONS AND RENEWAL PRICES

Join with the conference at special conference rates and attend the conference at the member rate. These are one-year memberships. Go to www.learningforward.org for a complete description of membership benefits.

| Check (✓) | Special Conference Price |
| Digital Membership | $49 |
| Standard Membership | $99 |

Select two newsletters:

- Tools for Learning Schools
- The Learning Principal
- The Learning System
- The Leading Teacher

| Check (✓) | Special Conference Price |
| Comprehensive Membership | $129 |
| Organizational Membership | $279 |

Five people can attend using one organizational membership number. Five subscriptions include one print plus four digital. List 5 names and mailing and email addresses on a separate sheet.

Subtotal $ __________

## 4. DISCOUNTS:

Check (√) if applicable and fill in amount.

- Deduct $50 early discount (on 3- or 5-Day registration only) if postmarked before Oct. 15, 2013 - $ __________
- Enter group discount code (Phone 800-727-7288) - $ __________
- Presenters deduct $50. Presenter Session # - $ __________

Subtotal $ __________

How did you hear about this conference? __________________________

Remember your conference fees include coffee breaks and lunch on preconference days, breakfast and lunch on Monday and Tuesday, and brunch on Wednesday.

CANCELLATION POLICY: Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 9, 2013 to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2013. A processing fee of $50 will be deducted from all refunds. No refunds will be issued for cancellations received after Nov. 19, 2013. Learning Forward reserves the right to process refunds after the conference concludes.

## 5. TOTAL AND PAYMENT:


| 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
- Check
- Purchase order (must accompany form)

Billing Address __________________________________________

Card No. ___________________________ Exp. Date ___________ 3-Digit Security Code ___________

Signature __________________________________________

SEND THIS FORM TO: Learning Forward Conference Registration

504 S. Locust Street, Oxford, OH 45056

Fax: 513-523-0638

Questions? Phone...800-727-7288
**Session Registration Form**

**Name**

**PRECONFERENCE WORKSHOP SELECTIONS**
December 7th and 8th. Please indicate three choices (mark 1st, 2nd, and 3rd)

**SATURDAY – Dec. 7, 2013**
- PC101 Carol Ann Tomlinson
- PC102 Carolyn McKanders & Michael Dolcemasclo
- PC103 Thomas Guskey
- PC104 Delia Garrity & Peter Garrity
- PC105 Jamie Almanzán
- PC106 Dale Lewis & Ada Muoneke
- PC107 Anthony Muhammad
- PC108 Cindy Harrison, Callie Brownlee-Groff, & Heather Clifton
- PC109 Deborah Glass Estes
- PC110 Alice Owen & Sam Farsaii
- PC111 Connie Kamm
- PC112 Michael Murphy
- PC113 Michelle King

**SUNDAY – Dec. 8, 2013**
- PC201 Francesca Forzani
- PC202 Laura Lipton & Bruce Wellman
- PC203 Douglas Fisher & Nancy Frey
- PC204 Yvette Jackson
- PC205 Jim Knight & David Gnojek
- PC206 Joyce Epstein
- PC207 Ann Delehant, Sara Kraemer, & Marian McClellan
- PC208 Tracey Hall
- PC209 Marcia Tate
- PC210 Kristine Hipp, Dianne Ollivier, D’Ette Cowan, & Jane Huffman
- PC211 Lori Gracey
- PC212 Anne Conzemius & Terry Morganti-Fisher

**CONCURRENT SESSION SELECTIONS**
December 9th, 10th, and 11th. Please indicate three choices (mark 1st, 2nd, 3rd choices). Please make sure you do not sign up for sessions with conflicting times. It is not necessary to sign up for all time periods. Go to www.learningforwardconference.org/annual13 to see which sessions are full.

**MONDAY – December 9, 2013**

**Morning Concurrent Session Choice:** Identify your top 3–6 choices for this time period from Set A, TL01, TL02, TL03, B, C. Remember: Session A takes the entire day and should also be marked in the same order in your afternoon schedule. If you register for any session in Set C, you may also register for and attend TL01. If you register for TL01, you may also register for and attend TL02 and TL03.

1. _____  2. _____  3. _____

**Afternoon Concurrent Session Choice:** Identify your top 3-6 choices from Set A, QA1, TL04, TL05, D, or Roundtable. 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. If you register for QA1 or TL04, you may also register for and attend TL05.

1. _____  2. _____  3. _____

**TUESDAY – December 10, 20123**

**Morning Concurrent Session Choice:** Identify your top 3–6 choices for this time period from Set E, TL06, TL07, TL08, F, or G. Remember: Session E takes the entire day and should be marked in the same order in your afternoon schedule. If you register for any session in Set G, you may also register for and attend TL06. If you register for TL06, you may also register for and attend TL07 and TL08.

1. _____  2. _____  3. _____

**Afternoon Concurrent Session Choice:** Identify your top 3-6 choices from Set E, TL09, TL10, TL11, or H. 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. If you register for a session in Set E, H, or TL09 & TL10 you may also register for and attend TL11.

1. _____  2. _____  3. _____

**WEDNESDAY – December 11, 2013**

**Morning Concurrent Session Choice:** Identify your top three choices from TL12, TL13, or Set I. If you register for TL12, you may also register for and attend TL13.

1. _____  2. _____  3. _____

**Send this page and the registration page to:**

**By Mail:**
Learning Forward Conference Registration
504 S. Locust Street,
Oxford, OH 45056

**By Fax:**
513-523-0638

**Online:**
www.learningforwardconference.org/annual13

**SESSION SELECTION MADE EASY**

☐ LECTURE SERIES  Check here to register for all Thought Leader Lectures and Panels. DO NOT register for concurrent sessions if you select this option.

**REGISTER ONLINE AT WWW.LEARNINGFORWARDCONFERENCE.ORG/ANNUAL13  •  800-727-7288**