Select one:

Advocacy Efforts/Policy Development

How do teachers and school leaders build support for professional learning through policy development, advocacy, and implementation? What is the role of Standards for Professional Learning in establishing effective professional learning? What are the tools that support educators as they advocate for effective professional learning conditions at the school, district, state/provincial, and national levels? How do educators document and share evidence with policy makers about the impact professional learning has on student learning and educator professional learning to mobilize for action? How do external partners support advocacy efforts and policy development?

Developing and Supporting Leaders

What are essential knowledge and skills for leaders and decision makers at all levels of the education enterprise? What is the role of professional learning and leadership standards in leader recruitment, development, support, and evaluation? In what ways do systems identify, develop, and support classroom, school and district leaders? How do systems effectively design, implement and evaluate leadership pathways? How do leaders develop expertise in others about effective professional learning? What policies and practices effectively cultivate the development and support of teachers and school leaders? In what ways can leaders build a culture of trust where educators are skilled at giving and receiving effective feedback?

Equity

What strategies and drivers have demonstrated success in ensuring culturally proficient learning systems that meet the academic and social needs of each and every student (i.e., race, class, culture, gender identity, learning differences and other factors)? What research-based knowledge, skills, and dispositions are required to personalize education for each student to achieve equity and educational excellence? What types of learning might systems craft that help systems address their equity challenges and opportunities? How can systems influence policies and practice related to professional learning to address issues of equity?

Instructional Materials and Curriculum

How do educators institutionalize a coherent and aligned instructional framework/program? How are new research and resources, including OER/OEP (Open Educational Resources / Open Educational Practices), influencing practice? How is the selection of instructional materials and curriculum powerful professional learning? How do teachers learn deeply and effectively to implement and adapt instructional materials and curriculum for their classrooms? How do teachers adapt high-quality instructional materials without reducing rigor? How do systems support curriculum study, lesson study, and other processes that support deep exploration of high-quality instructional materials? How can educative materials be a vehicle for school and district improvement?

International Perspectives and Emerging Issues

What are the critical issues professional learning must address? How are systems transforming professional learning to achieve greater personalization for adults and students? What are some effective professional learning strategies and practices from around the world? What research is emerging from around the world related effective professional learning? How are new technologies changing the landscape of professional learning? What are implications for professional learning from new school models? What innovations will shape professional learning for the future? How do systems ensure educators and students are prepared for global competition? What are structures and policies to support transformation and moving toward deeper learning through next generation professional learning?

Leading Learning Systems

How do leaders establish systems and structures that support effective professional learning and ongoing continuous improvement? What are critical issues for professional learning in the transition to competency-based systems? In what ways can leaders facilitate, support, coach, personalize, and supervise professional learning to ensure all educators and students are learning at high levels? How do leaders support their own learning? What are the advocacy responsibilities of teachers and school leaders and how do they successfully implement them? How do leaders leverage technology, time, finances, and human capital? What tools and processes help leaders ensure alignment of coherent and relevant resources and make critical and strategic decisions? What are critical research findings related to this topic?

Learning Communities and Continuous Improvement

What are the essential policies and conditions for establishing collective responsibility, authentic, collaboration and trust? What are critical elements of communities/networks within and across schools and systems? How do educators create, sustain, and evaluate school- and district-based learning teams? What are policies, tools, protocols, and resources to guide and structure continuous improvement? How do educators promote sustainable change, increase educator effectiveness, and drive student achievement through professional learning?

Learning Designs and Implementation:

How do educators apply the evidence base to inform the selection of learning designs? What are essential knowledge and skills associated with planning, facilitating, presenting, and advancing effective, ongoing professional learning? What norms, protocols, processes, and resources support effective professional learning? What are innovative approaches to engaging adult learners and how is impact measured? What support systems and follow-up strategies ensure deeper learning (adults and students) and sustained implementation of new practices? How can reflection and effective feedback lead to stronger and sustained implementation of new practices? How do external partners contribute to effective designs and implementation?

Leveraging Coaches and Mentors

How do systems accelerate new teacher and leader competency and efficacy and increase retention? What are innovative and effective models of coaching and mentoring? How do mentors and coaches provide effective feedback to improve educator practice and results for students? How do systems prepare and support mentors and coaches? What are the critical attributes of effective mentoring and coaching programs?

Social & Emotional Learning and Health

What critical research findings are essential for educator understanding and application? How do educators apply research on social emotional learning, the dynamics of systemic change, power, entitlement, and privilege to support learning for all? How are SEL practices integrated into classroom and school practices? What are some common implementation challenges and strategies to address them? How is impact of SEL documented and used to advocate for continuous support?

Using Data and Measuring Impact

How do successful schools and teams use data-informed approaches (e.g. improvement science) to make decisions about instruction, professional learning, and resource allocation? In what ways are educators documenting evidence about the link among professional learning, educator practice, and student learning? How do educators measure the impact of professional learning experiences to inform teacher, school, and system decisions to drive continuous improvement and enlist decision-maker support? What protocols, processes, and resources support the use of assessment for learning to improve teaching and learning?

Conference Focus Areas

Select no more than 2 topics addressed in your session

- ☐ Adult Development and Learning
- ☐ Advocacy Efforts
- ☐ Allocating Resources for Professional Learning (time and dollars)
- ☐ Blended/Online Learning
- ☐ Career Pathways
- ☐ Change Management
- ☐ Charter Schools/Networks
- ☐ Coaching Practices/Programs
- ☐ Collaborative Inquiry
- ☐ College- and Career-Readiness/Student Performance Standards
- ☐ Community/Family Engagement
- ☐ Comprehensive System Improvement/Reform
- ☐ Continuous improvement Cycles
- ☐ Cultural/Gender/Racial Equity
- ☐ Culturally Responsive Pedagogy
- ☐ Culture and Climate
- ☐ Data-Driven Decision Making
- ☐ Deeper Learning
- ☐ Distributed/Shared Leadership
- ☐ Early Childhood
- ☐ Educator Effectiveness
- ☐ Engaging/Motivating Disenfranchised Learners
- ☐ English Learners / Linguistic Diversity
- ☐ Equitable Access and Outcomes
- ☐ ESSA - Every Student Succeeds Act
- ☐ Evaluation and Impact
- ☐ Facilitation
- ☐ Feedback and Observations
- ☐ Formative Assessment Practices
- ☐ Implementation
- ☐ Improving Instruction
- ☐ Induction and Mentoring

- ☐ Instructional Leadership and Supervision
- ☐ Instructional Rounds / Walk-Throughs
- ☐ Integrating Student or Teacher Voice
- ☐ International Perspectives
- ☐ Leadership Development
- ☐ Learning Networks
- ☐ Literacy
- ☐ Mathematics
- ☐ Micro-Credentials / Badging
- ☐ Models of Professional Learning
- ☐ Open Educational Resources/Practices (OER/OEP)
- ☐ Partnerships and coalition building
- ☐ Personalized Learning (Educators and Students)
- ☐ Policy Development
- ☐ Principal Pathways/Pipelines
- ☐ Rural Issues and Settings
- ☐ School Improvement/Reform
- ☐ Science
- ☐ Social Emotional Learning/Health (SEL/SEH)
- ☐ Social Studies
- ☐ STEM: Science, Technology, Engineering, and Math
- ☐ Teacher Pathways/Pipelines
- ☐ Teacher Leadership
- ☐ Technology for Professional Learning
- ☐ Technology to Enhance Student Learning
- ☐ Title I / Economically Disadvantaged Population
- ☐ Urban Issues and Setting
- ☐ Other_____