



CONFERENCE AREAS OF FOCUS & GUIDING QUESTIONS

These areas of focus are supported by the Standards for Professional Learning.

Advocacy Efforts/Policy Development How do teachers and school leaders build support for professional learning through policy development, advocacy, and implementation? How can systems influence policies and practice related to professional learning? How do educators document and share evidence with policy makers about the impact professional learning has on student learning and educator practice to mobilize for action? What are the tools that support educators as they advocate for effective professional learning conditions at the school, district, state/provincial, and national levels?

Coaching How do systems accelerate new teacher and leader competency to increase retention? What are innovative and effective models of coaching? How do mentors and coaches use coaching cycles to provide effective feedback to improve educator practice and results for students? How are systems using coaching to transform best practice? What support do coaches require to effectively support teachers and leaders?

Developing Leaders What are essential knowledge and skills for leaders and decision makers at all levels? 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? What policies and practices effectively cultivate the development and support of teachers and school leaders?

Equity & Excellence How do professional learning leaders equip educators with knowledge and strategies specifically designed to recognize and eliminate bias in the classroom and in their own instructional practices and eliminate gaps in access and opportunities by ensuring high-quality teaching, leading, and learning. Additionally, how do teachers and leaders transform practices and policies at all levels that shape anti-racist learning systems for adults and students alike? What research-based knowledge, skills, and dispositions are required to personalize education for each student to achieve equity and educational excellence? What strategies have demonstrated success in ensuring culturally proficient learning systems that meet the academic and social needs of every student (i.e., race, class, culture, gender identity, learning differences and other factors)? How do equity-focused professional learning efforts move from shifting beliefs to meaningful actions?

High Quality Curriculum How do educators institutionalize a coherent and aligned instructional framework/program? How do teachers learn deeply and effectively to implement and adapt instructional materials and curriculum for their classrooms? How do systems implement processes that support deep exploration of high-quality instructional materials? How can content materials be a vehicle for school and district improvement?

International Perspectives and Emerging Issues What are the critical issues professional learning must address? What research and models are emerging from around the world related to effective professional learning? What innovations will shape professional learning for the future? What are structures and policies to support transformation for the next generation of professional learning?

Leadership Practices How do leaders establish systems and structures that support effective professional learning and ongoing continuous improvement? What role do superintendents and boards of education fulfill in establishing and supporting high-quality learning systems? In what ways can leaders facilitate, support, coach, personalize, supervise and evaluate professional learning to ensure all educators and students are learning at high levels? 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? In what ways can leaders build a culture of trust? What critical research findings inform successful leadership practices?

Learning Communities and Networks What are the conditions for establishing collective responsibility, authenticity, collaboration and trust? What are critical elements and roles of communities/networks within and across schools and systems? How do educators create, sustain, and evaluate school- and district-based learning teams? What are tools, protocols, and resources to guide and structure learning communities and networks? How do educators promote sustainable change, increase educator effectiveness, and drive student achievement through communities and networks? How do educators use learning cycles to transform knowledge and practices in a culture of continuous improvement?

Learning Designs and Implementation How do educators apply research to inform the selection of learning designs for in-person and virtual professional learning? How do educators apply research 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 support systems and follow-up strategies ensure deeper learning (adults and students) and sustained implementation of new practices? How are systems transforming professional learning to achieve greater personalization for adults and students?

Research & Impact How do successful schools and teams measure the impact of professional learning to drive continuous improvement? How are educators documenting evidence that links professional learning, educator practice, and student learning? What protocols, processes, and resources support the use of assessment for learning to improve teaching and learning? How are educators using research to make decisions about systems, strategies, and support for improving teaching and learning?

Social & Emotional Learning How do educators apply research on social emotional learning, 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? What professional learning supports developing and sustaining SEL practices for students? What SEL practices benefit educators in particular?

Virtual Professional Learning How do educators create and adapt professional learning structures and strategies for virtual, digital, and hybrid settings? How do educators build relationships, trust, and communication skills to support professional learning and collaboration in a virtual context? How does virtual professional learning offer opportunities to ensure educators have widespread access to learning? What are some common implementation challenges and strategies to address them? How are systems creating structures and policies that support the effective use of virtual professional learning? What are promising models for and evidence of powerful virtual professional learning?

SESSION TOPICS

Select no more than 5 topics addressed in your session:

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| <input type="checkbox"/> Adult Development and Learning | <input type="checkbox"/> Leadership In Crisis |
| <input type="checkbox"/> Advocacy Efforts | <input type="checkbox"/> Leadership Pathways |
| <input type="checkbox"/> Assessment Practices | <input type="checkbox"/> Learning Networks |
| <input type="checkbox"/> Blended/Online Learning | <input type="checkbox"/> Lesson Study |
| <input type="checkbox"/> Brain Friendly Teaching & Learning | <input type="checkbox"/> Literacy |
| <input type="checkbox"/> Change Management | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Coaching Practices/Programs | <input type="checkbox"/> Measuring the Return on Investment |
| <input type="checkbox"/> Collaborative Inquiry | <input type="checkbox"/> Micro-Credentials/Badging |
| <input type="checkbox"/> College- and Career-Readiness/Student Performance Standards | <input type="checkbox"/> Models of Professional Learning (including in-person, virtual and hybrid models) |
| <input type="checkbox"/> Community/Family Engagement | <input type="checkbox"/> New School Models |
| <input type="checkbox"/> Competency-Based Systems | <input type="checkbox"/> Open Educational Resources/Practices (OER/OEP) |
| <input type="checkbox"/> Comprehensive System Improvement/Reform | <input type="checkbox"/> Partnerships and Coalition Building |
| <input type="checkbox"/> Continuous improvement Cycles | <input type="checkbox"/> Personalized Learning (Educators and Students) |
| <input type="checkbox"/> Cultural/Gender/Learning Differences/Racial Equity | <input type="checkbox"/> Policy Development |
| <input type="checkbox"/> Culturally Responsive Pedagogy | <input type="checkbox"/> Problem-Based Learning |
| <input type="checkbox"/> Culture and Climate | <input type="checkbox"/> Professional Learning Communities |
| <input type="checkbox"/> Curricular Rigor | <input type="checkbox"/> Principal Pathways/Pipelines |
| <input type="checkbox"/> Data-Driven Decision Making | <input type="checkbox"/> Rural Issues and Settings |
| <input type="checkbox"/> Deep Learning | <input type="checkbox"/> School Improvement/Reform |
| <input type="checkbox"/> Digital Tools for Professional Learning | <input type="checkbox"/> Science |
| <input type="checkbox"/> Distributed/Shared Leadership | <input type="checkbox"/> Secondary Education |
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Social Emotional Learning/Health (SEL/SEH) |
| <input type="checkbox"/> Educator Effectiveness | <input type="checkbox"/> STEM: Science, Technology, Engineering, and Math |
| <input type="checkbox"/> Engagement and Motivation of Disenfranchised Learners | <input type="checkbox"/> Student or Teacher Voice |
| <input type="checkbox"/> English Learners/Linguistic Diversity | <input type="checkbox"/> Teacher Pathways/Pipelines |
| <input type="checkbox"/> Equitable Access and Outcomes | <input type="checkbox"/> Teacher Leadership |
| <input type="checkbox"/> Evaluation and Impact | <input type="checkbox"/> Teacher (or Educator) Retention and Recruitment |
| <input type="checkbox"/> Facilitation | <input type="checkbox"/> Technology for Professional Learning |
| <input type="checkbox"/> Feedback and Observations | <input type="checkbox"/> Technology to Enhance Student Learning |
| <input type="checkbox"/> Implementation | <input type="checkbox"/> Trauma-Informed Practice |
| <input type="checkbox"/> Induction and Mentoring | <input type="checkbox"/> Title I/Economically Disadvantaged Population |
| <input type="checkbox"/> Inquiry-Based Instruction | <input type="checkbox"/> Unconscious/Implicit Bias |
| <input type="checkbox"/> Instructional Improvement | <input type="checkbox"/> Urban Issues and Setting |
| <input type="checkbox"/> Instructional Leadership and Supervision | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Instructional Rounds/Walk-Throughs | |
| <input type="checkbox"/> International Perspectives | |
| <input type="checkbox"/> Leadership Development | |