

The Learning Principal: Living Equity- centered Leadership



Webinar
November 18, 2021

If you can see the
slide and hear the
music, you are all set.

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and questions during the webinar.

Let's get started

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/@learningforward)

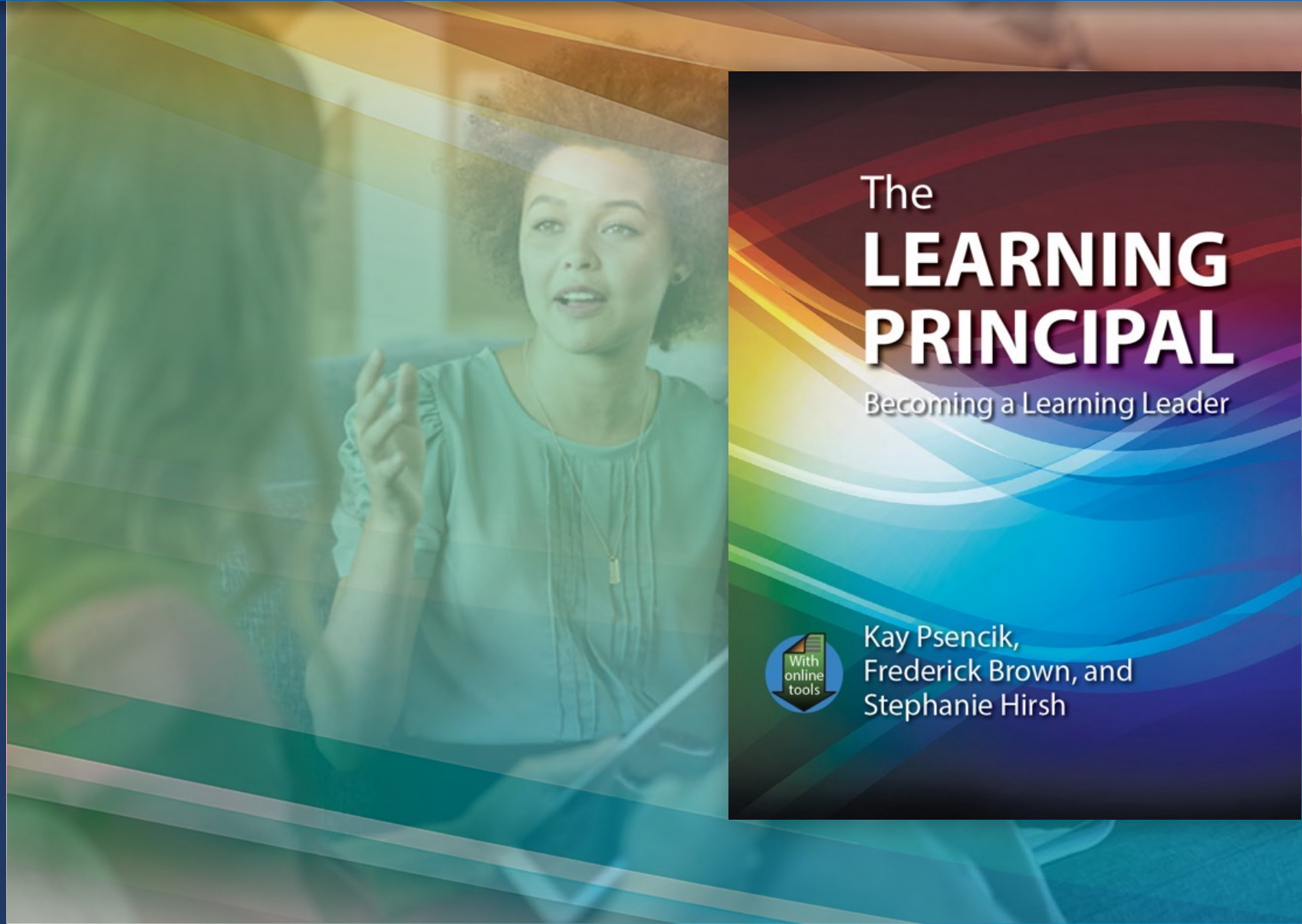
Thank you for joining us



Frederick Brown
Moderator

Chief Learning
Officer/Deputy

Learning Forward



The Learning Principal



Participants will ...

- Examine assumptions that influence equity-centered leadership
- Consider implications of research findings describing how principals affect students and schools
- Experience tools principals can use to strengthen learning teams and lead change

Your team for our webinar



Kay Psencik

Senior Consultant
Learning Forward
Fulshear, TX



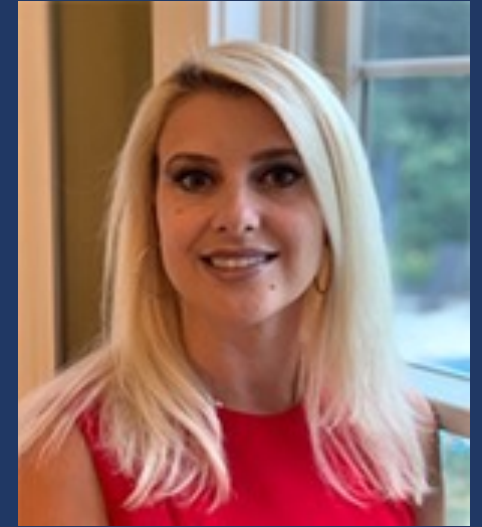
Frederick Brown

Chief Learning
Officer/Deputy
Learning Forward
Dallas, TX



Rachel Harris

Principal
Santa Fe High School
Santa Fe, TX



Azra Redzic

Pre K–5 Humanities
Supervisor
Bristol Public Schools
Bristol, CT

The strangest of times!

- We are living in unprecedented times;
- Principals are facing challenges like never before; and
- New leadership strategies are essential to raft furious white waters with high expectations, caring, and compassion.



Our structure for this webinar

- The case for a focus on principal leadership — The Wallace Foundation-commissioned study, *How Principals Affect Students and Schools*;
- The attributes of a learning principal;
- The value of the book, *The Learning Principal: Becoming a Learning Leader*, to principals and those who support them;
- The stories of two principals from the book who have been on a learning journey themselves for a long time and have wonderful stories to tell; and
- Questions and answers.

The Learning Principal

Learning is the foundation for high-performing schools where all staff and students achieve and perform at high levels (p. xi).

Key concepts for our session*:

- Principals make the difference.
- Equity-centered leadership increases students' academic and social well-being.
- How you show up makes a difference in how you engage staff in their own learning.

*Colors make connections throughout the content.

Principals make the difference.

- Studies using new data and methods show that the importance of principals may not have been stated strongly enough in earlier work, given the magnitude and scope of their impacts on a range of outcomes;
- Evidence links four domains of behaviors to positive outcomes for students and schools — **engaging in instructionally focused interactions with teachers, building a productive climate, facilitating collaboration and professional learning communities, and managing personnel and resources strategically;**
- The principalship needs continued reorientation toward educational equity; and
- We need renewed attention to supporting a high-quality principal workforce.



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom
VANDERBILT UNIVERSITY

Anna J. Egalite
NORTH CAROLINA STATE
UNIVERSITY

Constance A. Lindsay
UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL

February 2021

Making the case

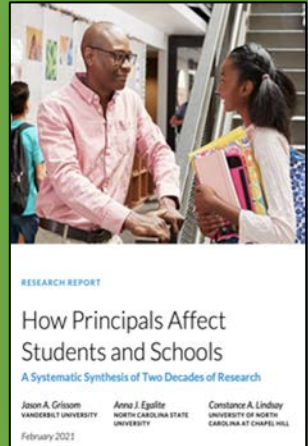
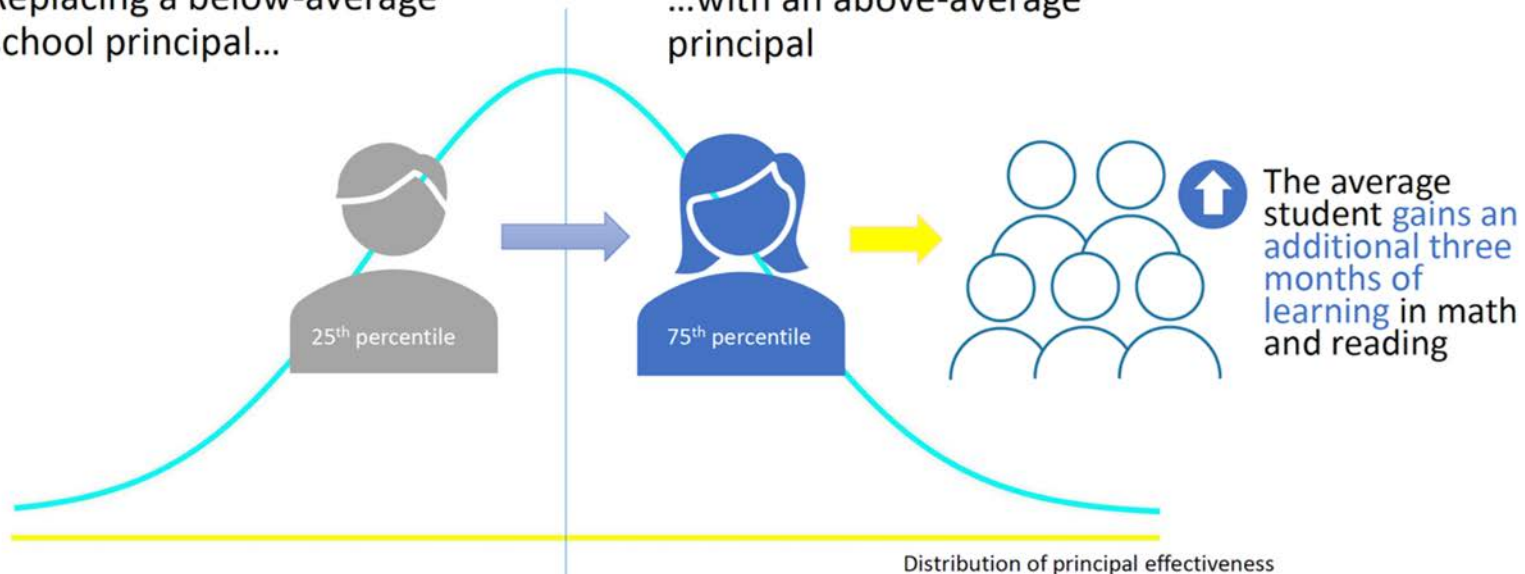
After a review of six high-quality longitudinal studies involving more than 22,000 principals, the research team found the following:

- Increasing principal effectiveness by 1 standard deviation (SD) results in an achievement increase of 0.13 SD in math and 0.09 SD in reading.

Translation

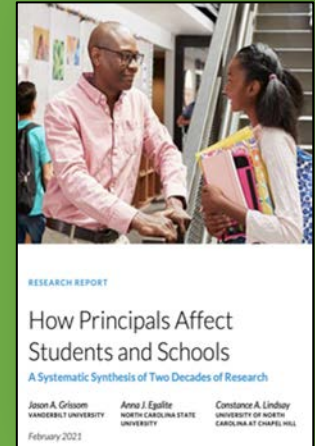
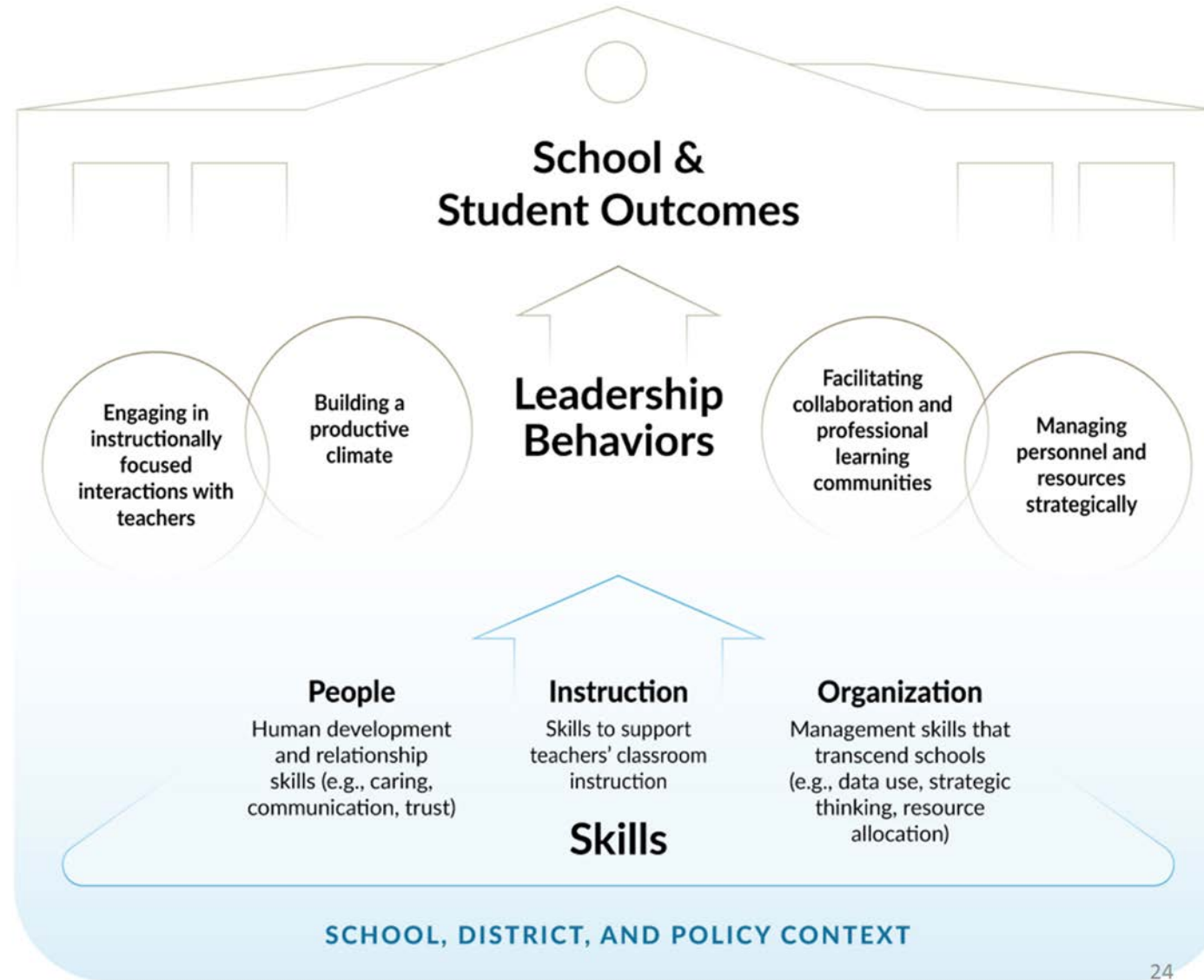
Replacing a below-average school principal...

...with an above-average principal



Making the case

Principals who consistently engage in these behaviors see more positive outcomes.



Professional Standards for Educational Leaders (PSEL)

Standard 3 (abridged)

The expectations for principal behaviors reflect these critical concepts:

- Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well being.
- Principals ensure that all students are treated fairly, respected for their strengths, and recognized for their accomplishments and progress toward their goals.
- Effective principals are mindful of what is happening to all students in the school. They confront deficit-based thinking, build up marginalized students, and highlight each student's diversity and culture as assets.
- Effective principals ensure that every student has access to high-quality teaching every day.

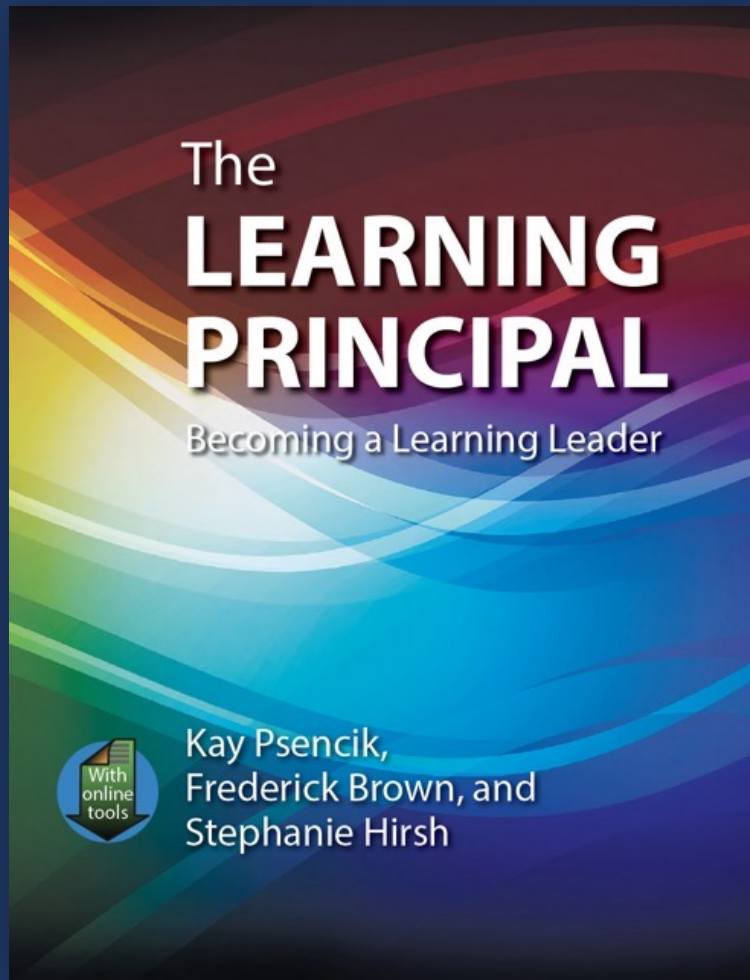
Equity-centered leadership increases students' academic and social well-being

“Educators are more likely to commit to change when they are led by a learning principal. They see they can take risks, make mistakes, and take on new challenges when their principal learns by their side. When learning leaders combine high expectations with high support and trust, next to nothing can stop them from achieving their goals.” (p. 12)

Equity is foundational to high expectations for all

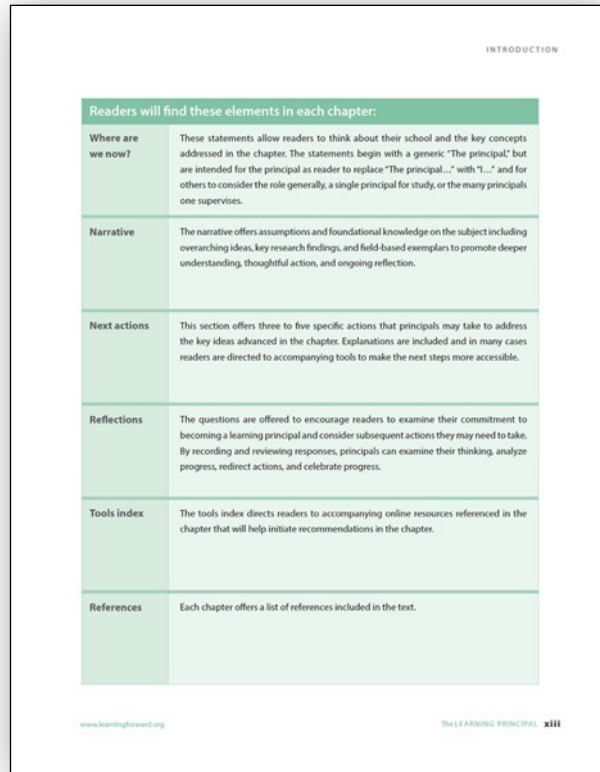
- Learning Forward defines **equity as the outcome of educator practices that respect and nurture all aspects of student identity** rather than treat them as barriers to learning. Professional learning is a critical lever to achieve equity;
- Effective professional learning removes inequities in students' access to meaningful learning, ensuring a pathway to success for each student. When all educators engage in high-quality professional learning, **all students experience equity and excellence in teaching and learning.**

The content of this book



The book provides big ideas, key actions, and tools to support and strengthen principals in their learning journey of being an equity-centered leader.

The structure of this book



The screenshot shows a table titled "Readers will find these elements in each chapter:" from the introduction of the book. The table lists six elements: "Where are we now?", "Narrative", "Next actions", "Reflections", "Tools index", and "References", each with a brief description of what readers can expect to find in that section.

Readers will find these elements in each chapter:	
Where are we now?	These statements allow readers to think about their school and the key concepts addressed in the chapter. The statements begin with a generic "The principal," but are intended for the principal as reader to replace "The principal..." with "I..." and for others to consider the role generally, a single principal for study, or the many principals one supervises.
Narrative	The narrative offers assumptions and foundational knowledge on the subject including overarching ideas, key research findings, and field-based exemplars to promote deeper understanding, thoughtful action, and ongoing reflection.
Next actions	This section offers three to five specific actions that principals may take to address the key ideas advanced in the chapter. Explanations are included and in many cases readers are directed to accompanying tools to make the next steps more accessible.
Reflections	The questions are offered to encourage readers to examine their commitment to becoming a learning principal and consider subsequent actions they may need to take. By recording and reviewing responses, principals can examine their thinking, analyze progress, redirect actions, and celebrate progress.
Tools index	The tools index directs readers to accompanying online resources referenced in the chapter that will help initiate recommendations in the chapter.
References	Each chapter offers a list of references included in the text.

www.learningforward.org THE LEARNING PRINCIPAL XIII

- ***Where Are We Now?*** The book gives principals reflective questions to think about what they are learning at the beginning and end of each chapter;
- ***Overview and Key Concepts:*** Each chapter highlights the research that supports the key ideas being established;
- ***Taking Action:*** Each chapter gives three to five strategies that principals can use to take action;
- ***Principal Vignettes:*** Each chapter shares a story of a principal applying the concepts and ideas in the chapter with their teams and staffs at their schools;
- ***Reflective Questions:*** Questions allow readers to pause and reflect on what they are learning;
- ***Tools:*** In addition, each chapter has a set of practical tools that may be used as is or modified to meet the needs of staff to ensure the desired outcomes.

For example —

Let's experience
part of Chapter 1:

Prioritizing Learning

CHAPTER
1

Prioritizing learning

Where are we now?

The principal values her own learning and the learning of others in the school.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The principal engages in professional learning with staff to promote collective responsibility for the learning of all.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
Strong levels of trust exist between the principal and staff as well as between the principal and students.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The principal visibly makes clear the high expectations held for staff and students.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The principal has established a culture where innovation and risk-taking are essential.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE

www.learningforward.org The LEARNING PRINCIPAL 1

Where are we now?

Take a few seconds to give yourself a rating on the 2 prompts below. Be thoughtful about your justification for your rating on the scale.

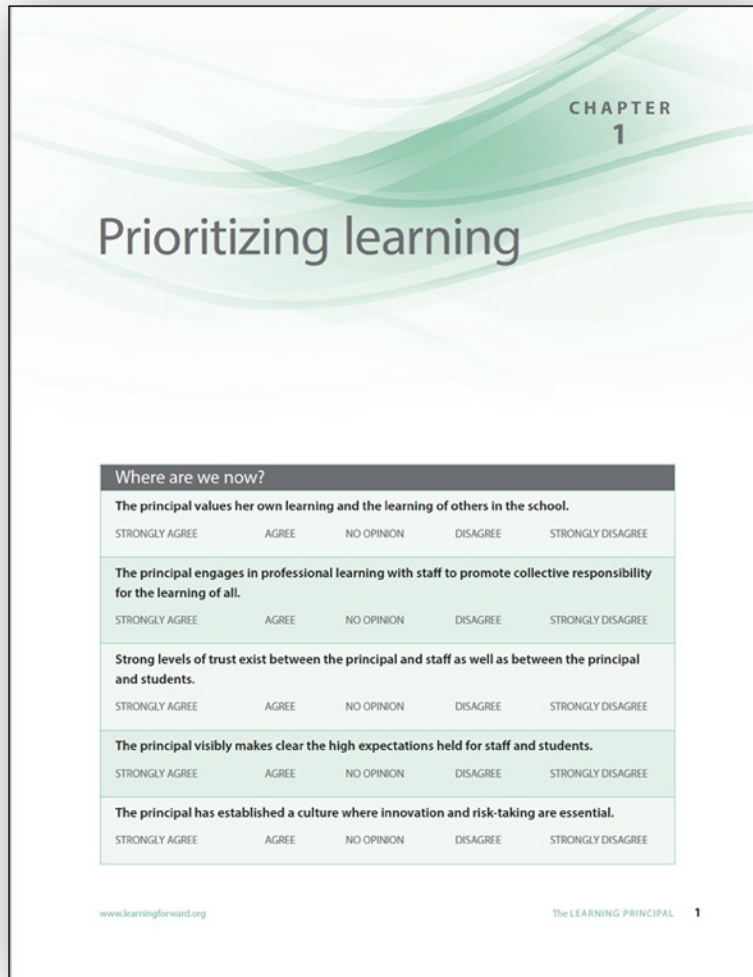
- The principal engages in professional learning with staff to promote collective responsibility for the learning of all:

- Strongly agree
- Agree
- No Opinion
- Disagree
- Strongly disagree

- The principal has established a culture where innovation and risk-taking are essential:

- Strongly agree
- Agree
- No Opinion
- Disagree
- Strongly disagree

Overview and key concepts



The key ideas discussed in Chapter 1 are:

- Expectations drive results;
- Learning is the norm — every educator learns every day; and
- Trust builds courage.

Expectations drive results

Learning principals create a culture of high expectations, support, and caring:

- They recognize that the hard work required demands their attention to relationships among staff and between staff and students;
- When principals create a culture of inclusion, learning, and joy, everyone in the school thrives; and
- Learning principals attract and hire teachers who view continual learning as a professional obligation.

Every educator learns every day

Fundamental to achieving equity and excellence is a commitment to continuous learning.

- Learning principals:
 - Lead learning schools;
 - Believe the core work of learning teams is anchored in thoughtful collaborative use of high-quality instructional materials; and
 - Maximize the talent in their schools and individual learning teams; they support leadership development among educators at every level.

Trust builds courage

Trust is a key element if learning is to result in substantive change.

- Trusted principals:
 - Build trust when they are open and vulnerable while holding expectations high;
 - Are viewed as honest, fair, and consistent in their transactions and relationships;
 - Continuously create conditions that result in teams' exploring new research, innovations, and strategies; and
 - Encourage and celebrate risk-taking, sharing instructional practices, modeling, co-teaching, and observing each other.

Chapter 1: Taking action



Run a self-check every morning: How will my staff and students view me today?

- Be the model of professional learning you want others to be;
- Be the guardian of learning teams;
- Learn from students; and
- Commit to trust-based culture.

Run a self-check every morning

- Learning principals ask, “What attitude am I bringing with me to school today? What impact will that attitude have on the work of others and the success of students?”
- What principals say and do everyday when they come to school make a significant difference in how others perform.



Tool 1.1: The self-check

Take a few minutes right now to run this self-check.

Check yourself. Ask:

1. What does my attitude, body, and language today model for others? (Look in the mirror.)
2. What are my expectations for myself today?
3. How is my energy level showing that?
4. What is the mood I want to project for others?
5. If I'm in a mood of anger or frustration, how will others treat one another and the students we serve?
6. If I'm in a mood of optimism and hope, will it be strong enough to be infectious?
7. How can I best serve others?

CHAPTER 1 • PRIORITIZING LEARNING

TOOL 1.1

CHAPTER 1 • PRIORITIZING LEARNING

TOOL 1.1
page 2 of 2

Running a self-check, continued

Sample Checklist

Question	Responses	Essential shifts
This morning, what is the single thing you are looking forward to doing that will most advance learning throughout the school?		
What mood are you in? (Excited? Pensive? Joyful? Angry? Frustrated? Stressed? Hopeful?) How will that mood contribute to your success?		
What mood do you seek in order to have a learning day? What will it take for you to move to that particular emotional place?		
Look in the mirror: <ul style="list-style-type: none">• What do you observe about your face this morning? Your posture? Your choice of clothing?• What will others see as you walk into the building? As you greet students entering the building?• How would you describe your energy level? Will others notice?		
What internal conversations are you having with yourself? Do any of these thoughts tend to be negative about yourself, about the staff, and students? In what ways do you seek a different view or perspective to support a productive, collaborative day with staff and students?		
Make a commitment to yourself about how you will enter the building this morning and how you will greet students and staff. Make notes about what happens next.		

www.learningforward.org

The LEARNING PRINCIPAL: Becoming a Learning Leader 3

Chapter 1 tools

Tool	Title	Use
1.1	Running a Daily Self-check	This tool is a self-assessment for leaders to pause and determine how they want to present themselves.
1.2	Forming an Equity Mindset for Learning	This tool includes resources that principals and leadership teams can use for holding equity-focused conversations and planning sessions within school communities.
1.3	Supporting Learning Teams	This process helps principals facilitate discussions with leadership teams so they can identify opportunities for strengthening their approach to teaching and learning.
1.4	Listening to Students	This tool gives principals and leadership teams a process for learning about and practicing strategies for engaging with students to address issues at the school.

Two leaders who lead a learning leader journey

Azra Redzic and **Rachel Harris**, both featured in *The Learning Principal*, have been leaders of learning schools.

- Azra was principal of Sanchez Elementary in Hartford, CT. She is currently humanities supervisor, Bristol Public Schools in Bristol, CT.
- Rachel Harris is principal of Santa Fe High School in Santa Fe, TX.

Each has a story to share with us about the power of being a learning leader.

The principal vignette

Azra, principal Sanchez Elementary School, Hartford Public Schools, Hartford CT

Living by the PEER Code:
Learning with peers and students
Perseverance, Enthusiasm, Exploration, and Respect.

“Learning principals focus intensely on student learning. To sharpen that focus they create a learning culture based on a continuous improvement process, one each for students and staff. Like gears, the two cycles mesh with adult learning, making a direct impact on what and how students learn.”

Living by the PEER Code: Learning with peers and students

Learning principals focus intensely on student learning. To sharpen that focus, they create a learning culture based on a continuous improvement process, one each for students and staff. Like gears, the two cycles mesh with adult learning making a direct impact on what and how students learn. A learning principal provides for strategic design of professional learning to ensure that teachers gain the knowledge and skills they need in their cycle to help students meet learning goals in theirs.


To stay focused on learning, we initiated several structures, including explicit teaching of PEER norms, teacher-led walkthroughs, feedback for improvement, flex intervention/enrichment blocks, grade-level cohorts, student goal-setting and student-led conferences. In morning CREW meetings, staff explicitly taught the PEER Code to students while simultaneously modeling these elements through

As the former principal of Maria Sanchez Elementary School, I led the development of our school culture and schoolwide expectations. The staff and administration, with consultation from EL Education school designers, crafted a schoolwide code of norms focused on student learning. The norms became the foundation of our culture while our collaborative creation and input allowed us to develop shared commitment to the continuous improvement process. The Sanchez School became known as the PEER Code School. The acronym PEER stands for Perseverance, Enthusiasm, Exploration, and Respect. In every aspect of learning — student and adult — we applied the PEER Code by persevering through challenges; demonstrating enthusiasm in daily lessons, interactions, and operations; exploring ideas; and respecting all stakeholders.

P.E.E.R. CODE

Perseverance <ul style="list-style-type: none">I CAN keep trying without giving up.I CAN use my strategies and try my best to complete an assigned task.	Enthusiasm <ul style="list-style-type: none">I CAN have a positive attitude.I CAN celebrate and energize myself and others.
Exploration <ul style="list-style-type: none">I CAN leave my comfort zone and take risks.I CAN independently explore and extend my learning.I CAN welcome new challenges.	Respect <ul style="list-style-type: none">I CAN follow the PEER Code at all times and make smart choices even when others are not.I CAN treat others the way I want to be treated.I CAN respect my school community.

Maria Sanchez Elementary School | EL Education



Former Principal Azra Redzic championed standards at Sanchez Elementary School.

daily interactions with students and each other. The PEER Code, displayed, referenced, and embedded within the day, was essential to supporting student academics. Teacher-led walkthroughs let teachers visit one another's classrooms while providing job-embedded professional learning and a means for sharing feedback with colleagues in identified focus areas.

As our schoolwide learning culture matured, so did staff collaboration resulting in high levels of adult learning. School staff, for example, strengthened their sense of ownership and responsibility for their own learning: I was able, later, to distribute leadership among staff members to lead improvement efforts. Staff met weekly and created teacher action plans to support the Flex (Intervention/Enrichment) blocks. This block of time was strategically designed to intervene and create enrichments based on identified student strengths and areas of need. Staff teams analyzed formal and informal data to create individualized student and personalized adult learning opportunities. The PEER Code/CREW philosophy, which was so deeply ingrained in the staff, gave rise to a community in which staff embraced all students and taught them outside their own class and grade level. Teacher teams created grade-level cohorts to manage this practice.

Embracing our continuous improvement process, we expanded our learning capacity quickly. And we demonstrated higher achievement than we thought possible. As teachers led students through the process of crafting and reflecting on their own academic goals, they changed the parent-teacher conference structure. Students engaged in goal setting, self-monitoring, and reflection to achieve their goals. They took ownership of their own learning and reported their progress and growth.

For all of us at Maria Sanchez, I'd say we were able to sustain our learning focus because the continuous improvement process addressed student and staff learning needs concurrently. With a schoolwide focus on learning, students and staff can learn collaboratively, take ownership for their learning and progress more quickly, elevate achievement, and ingrain all stakeholders with a commitment to learning.

—Azra Redzic



*When a learning principal instills a growth mindset in adults and students, leadership matters. A leader who is a lifelong learner sets the stage for professional learning and classroom improvement and makes continual refinement visible in every aspect of her practice. **Learning principals approach every situation as learners;** they constantly reflect on their practice, network, and learn from others. By taking a learning mindset, learning principals create opportunities for continuous improvement that directly affects staff and student cultures.*

— Azra Redzic, former principal (Hartford, CT)

Culture of Learning

- Continuous improvement process for students and staff;
- Taking ownership of own learning (leadership, staff, and students);
- Build capacity and empower others to achieve more than they thought possible; and
- Innovative structures to accelerate learning for staff (teacher-led walkthroughs and flex blocks).



Rachel Harris
Principal
Santa Fe High School
Santa Fe, TX

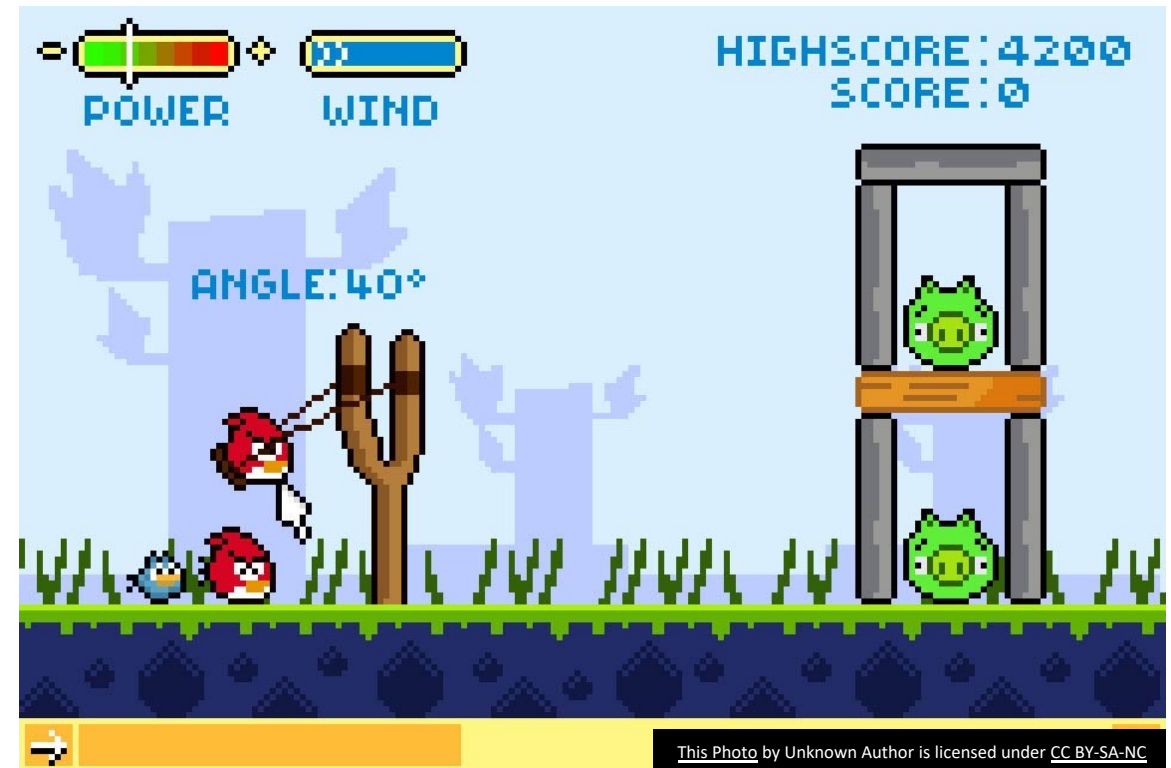


Being a learning principal means that I have the opportunity to learn with other principals and participate in a professional learning community. This activity not only keeps me in the continuous improvement cycle with my own practice but also includes others' practices within my school. Working in community with my peers allows me to try out new learning designs and protocols before implementing them. As a learning principal, I know that I am vulnerable in front of staff, so I embrace that vulnerability to show teachers my efforts to improve my practice. I am a learner and I have high expectations for teachers and myself to learn and grow.



Role of principal as curriculum leader

- If the principal does not have a very clear hand on leading the curriculum, assessments, and instruction, teachers can fragment and move off target;
- Teachers must have ownership even in purchased curriculum materials; and
- Teachers must supplement and modify in order to meet the needs of each class and every student.

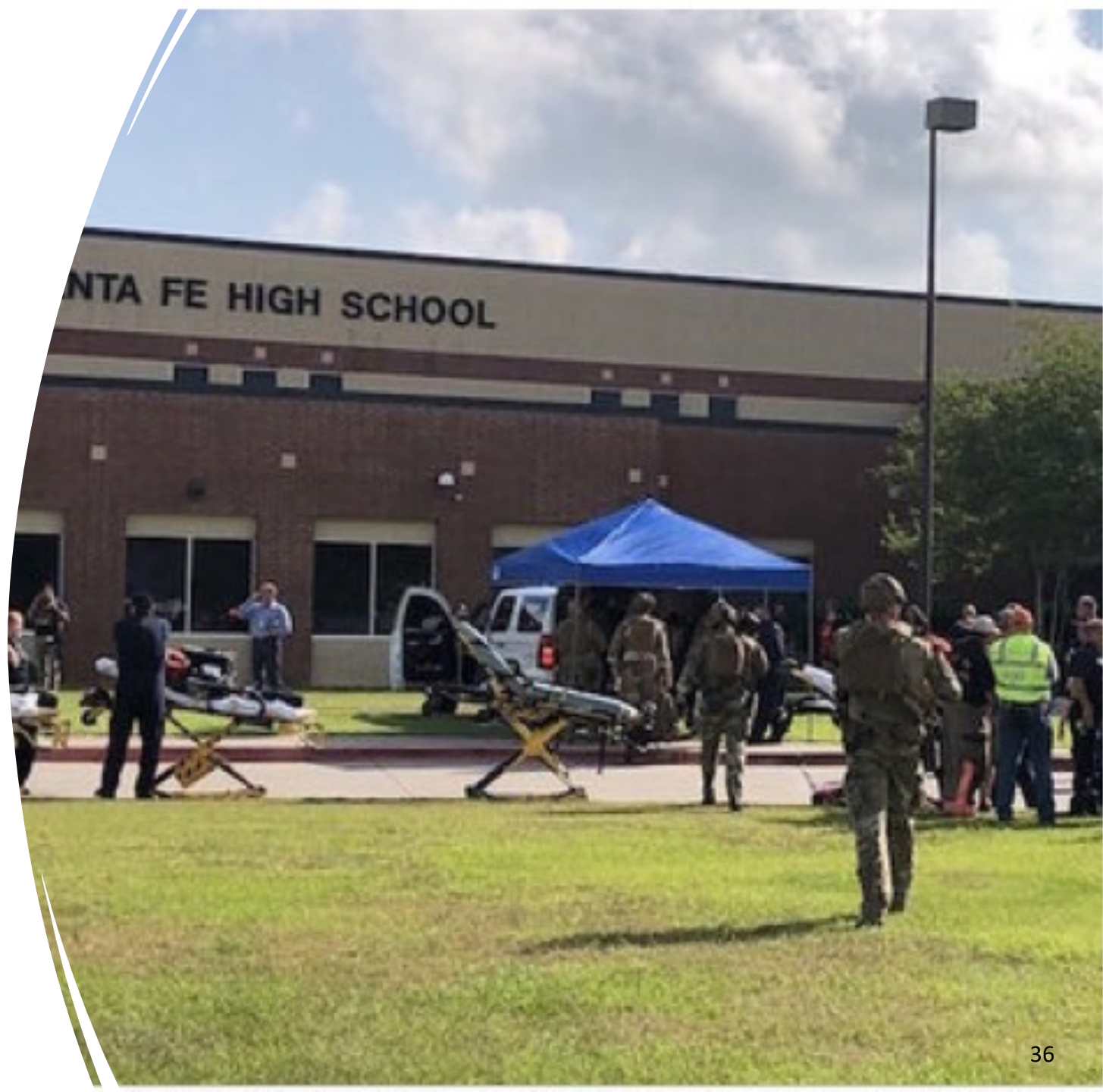


What a day can feel like for a principal...

emails Analyzing Assessments
Observations Parent Complaints
Mentoring Discipline Playground Duty
Allocating Resources Ensuring Rigor
PLC Collaboration Professional Learning
Coaching District Meetings
Budgeting Cafeteria Duty

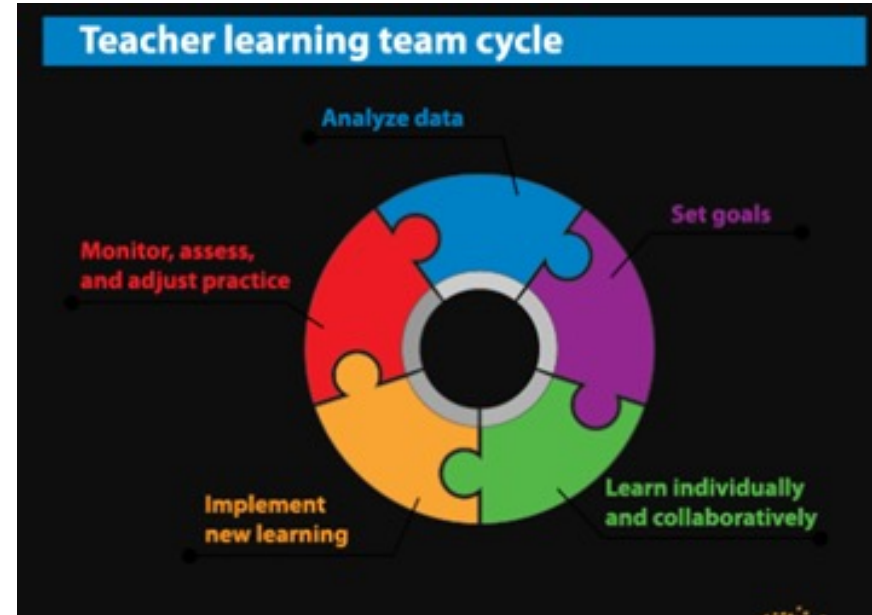
How do you focus with so much going on or after a tragedy?

- School Shooting: 2018
- COVID: 2020
- Needed a clear focus
- Tools in this book are game changers for focusing a staff on instruction and through any situation.



What did we do in both cases?

- Cycle of Continuous Improvement



- But how?
 - Principals needs tools and a clear focus for their discussions;
 - This book provides key tools to guide a principal in focusing their teams.

Short cycles

Stage 1 Analyze Data Date:	Stage 2 Identify Barriers & Plan Assessments Date:	Stage 3 Plan Instruction Date:	Stage 4 Implement Instruction Date:	Stage 5 Analysis of student Work Date:
Finalize Student Goal Setting Form Learning Design #1. <ul style="list-style-type: none"> • Create Smart Goal on SBA or Unit Based Assessment • Use the KASAB Method to identify Barriers 	Ensure we have a <u>good solid assessments</u> . <ul style="list-style-type: none"> • Use Peeling Back the Layers Learning Design#2 Or...for UBA <ul style="list-style-type: none"> • Learning Design 5: Writing reliable, Valid Tests 	What do we need to learn <u>in order to teach this to the level we need to?</u> Who is responsible for what by next week? <ul style="list-style-type: none"> • Use Learning Design #9: Designing Effective Aligned Lessons 	Implement Instruction & Begin identifying the next goal for the following SBA or UBA	Analyze student Data from SBA or UBA reflect on goal. Use student work samples and coaching information to decide on improvements. <ul style="list-style-type: none"> • Modify Learning Design #13 Tuning protocol
Evidence or Discussion Notes				

- Professional learning tied directly to the short learning cycles:
 - Advocate for high-quality instruction
 - Know the curriculum
 - Promote understanding: The “Why”
 - Make learning accessible for all
 - Monitor relentlessly.

Close examination of the tool

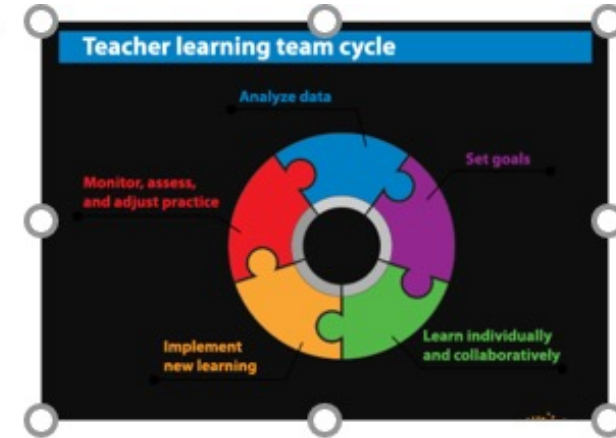
Stage 1 Analyze Data Date:	Stage 2 Identify Barriers & Plan Assessments Date:	Stage 3 Plan Instruction Date:	Stage 4 Implement Instruction Date:	Stage 5 Analysis of student Work Date:
<p>Finalize Student Goal Setting Form Learning Design #1.</p> <ul style="list-style-type: none"> • Create Smart Goal on SBA or Unit Based Assessment • Use the KASAB Method to identify Barriers 	<p>Ensure we have a <u>good solid assessments</u>.</p> <ul style="list-style-type: none"> • Use Peeling Back the Layers Learning Design#2 <p>Or...for UBA</p> <ul style="list-style-type: none"> • Learning Design 5: Writing reliable, Valid Tests 	<p>What do we need to learn <u>in order to teach this to the level we need to?</u> Who is responsible for what by next week?</p> <ul style="list-style-type: none"> • Use Learning Design #9: Designing Effective Aligned Lessons 	<p>Implement Instruction & Begin identifying the next goal for the following SBA or UBA</p>	<p>Analyze student Data from SBA or UBA reflect on goal. Use student work samples and coaching information to decide on improvements.</p> <ul style="list-style-type: none"> • Modify Learning Design #13 Tuning protocol
Evidence or Discussion Notes				

Protocol for continuing with the work

In order to use this protocol it is assumed that the participants know and understand the COCI. It is also assumed that this protocol would be used with at least two people (Coach and Admin) to determine and coach each other to the best learning for the team. In addition, the leadership team needs to have all the vetted Learning designs available for SFISD in one location and categorized.

Step1: Identify the Learning Needs

- Use the questions below to determine an overall learning focus or need? Spend time discussing and coaching each other on what is the most important learning need of the team based on their struggles. These are only example questions.
 - Where is the team in planning or breaking down of curriculum?
 - What data is problematic?
 - What type of learning that is needed for all the teachers or teacher with deficits.
 - Where do they fall on the IC Map and how does it reflect in student data?
 - Do teachers know what success looks like?
 - Do teachers know how to monitor and assess the learning?
 - Are there areas that need to be re-taught?
 - How are personalities affecting this group or is there some kind of drama between them?



Reflective questions

In the chat, please respond to one of these two questions:

- How do I demonstrate my intentional focus on learning for myself as well as for others?

- Can my teams clearly articulate the value of team learning and how it supports improved results for students?

Discussion and Questions



Let us hear from you

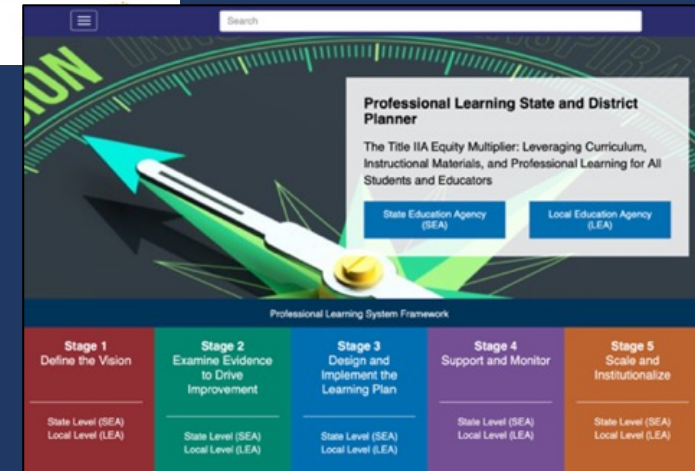
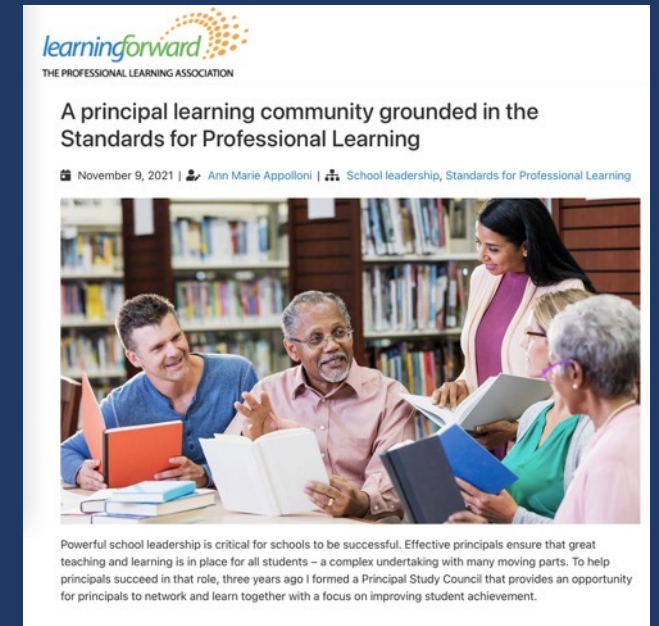
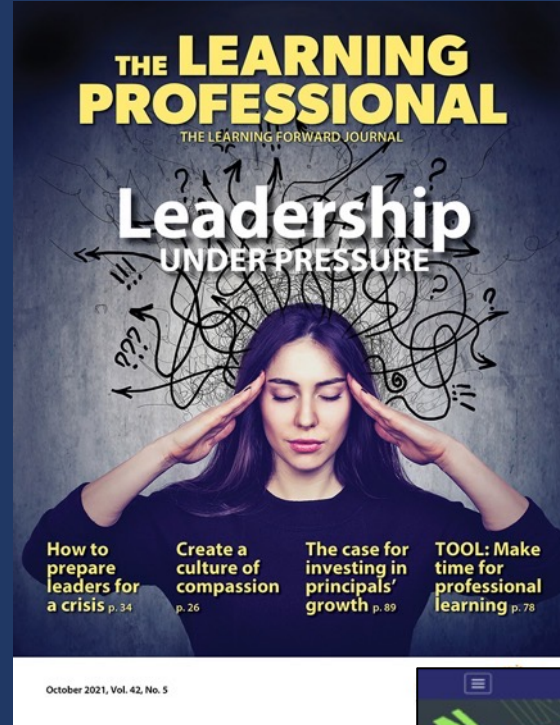
**Please fill out our
post-webinar
survey**

<https://www.surveymonkey.de/r/NBZ6229>

Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



TO ORDER

<https://bit.ly/3uHspy3>

For 25+ copies, use code
25ORMORE

THE LEARNING PROFESSIONAL

THE LEARNING FORWARD JOURNAL

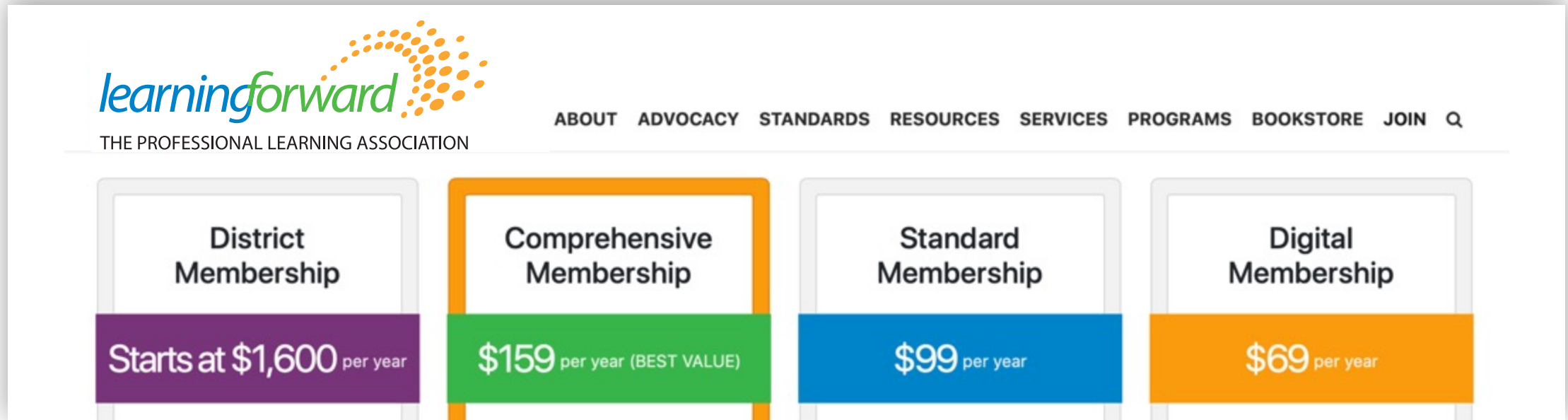
The June 2021 issue of
The Learning Professional
examines how to foster racial
equity in schools, featuring
field leaders' voices, strategies
for action, and new tools.



- Coaching and cross-district networks to build racial equity
- Diversifying the educator workforce
- Culturally responsive curriculum and instructional practices
- District, state, and agency strategies for equity
- ... and more

Learning Forward memberships

- Get \$10 off any new Learning Forward membership
- Use coupon code **LFWebinars**
- **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for Learning Forward, featuring the text "learningforward" in blue and green, with a graphic of orange dots forming a stylized path. Below the logo is the text "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with the following items: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in a row, each in a colored box:

Membership Type	Price
District Membership	Starts at \$1,600 per year
Comprehensive Membership	\$159 per year (BEST VALUE)
Standard Membership	\$99 per year
Digital Membership	\$69 per year

VIRTUAL

learningforward

2021 ANNUAL CONFERENCE

DEC. 5-7, 2021

2021 is the year for transformation

2021 Virtual Conference

Transformation begins here

Dec 5-7, 2021

Enjoy 90 days of access.



POWER UP
YOUR EXPERTISE



Gloria Ladson-Billings



Kyle Schwartz

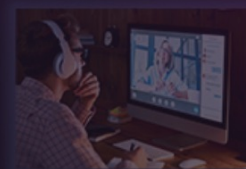


Jal Mehta

SHIFT
YOUR PERSPECTIVE



TRANSFORM
YOUR PRACTICE



REGISTER HERE

Thank you!

