Save up to $620 with early bird registration discounts.

NASHVILLE | DEC 4-7, 2022

2022 LEARNING FORWARD ANNUAL CONFERENCE

GAYLORD OPRYLAND RESORT AND CONVENTION CENTER

CONFERENCE PREVIEW

#learnfwd22 | conference.learningforward.org
PLAN TO ATTEND
DEC. 4-7
2022

NASHVILLE

THE LEARNING CONFERENCE.
Education leaders and policy makers will gather to share professional learning expertise focused on creating and sustaining equity and excellence in teaching and learning every day.
Make connections and take home tools and strategies to understand and implement effective professional learning in classrooms, schools, and systems.

“TO REIMAGINE EDUCATION IS TO ACCEPT THE OPPORTUNITY TO RETHINK, RE-ASSESS, AND REFRAME THE BEST WAYS IN WHICH TO REACH AND TEACH EACH STUDENT WE SERVE. AN AMAZING RESPONSIBILITY AND AN EXCITING CHALLENGE!”

Angie Manor
Hickman County Schools Literacy Coordinator
Centerville, TN

98% of respondents reported that they leave the conference with ideas they will implement or apply.
97% of respondents agreed that the preconference or conference sessions were pertinent and useful for their practice.
96% of respondents agreed that they experienced a sense of community at the conference.

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This year’s Annual Conference theme is Reimagine, addressing questions such as:

- How can we reinvent professional learning in 2022?
- How can we help students and adults grow and develop skills for a world not yet known?
- How can we building equitable learning communities that will help us reach deeper engagement and learning for all?

Education leaders at all levels—policy, system, school, and classroom—will lead like-minded colleagues through the tools and strategies needed to understand and implement proven, evidence-based professional learning.

More information at conference.learningforward.org.
# Conference Agenda

## Saturday, Dec. 3, 2022

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 4:00</td>
<td>Learning Forward’s Academies</td>
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<tr>
<td>4:00 – 6:00</td>
<td>Registration Opens</td>
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## Sunday, Dec. 4, 2022

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<th>Time</th>
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<tbody>
<tr>
<td>7:30</td>
<td>Registration Opens</td>
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<tr>
<td>8:00 – 9:00</td>
<td>Morning Coffee</td>
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<tr>
<td>9:00 – 12:00</td>
<td>Preconference Sessions (First Half)</td>
</tr>
<tr>
<td>Noon – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 4:00</td>
<td>Preconference Sessions (Second Half)</td>
</tr>
<tr>
<td>4:30 – 5:30</td>
<td>Academy Graduation</td>
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<tr>
<td>6:00</td>
<td>Registration Closes</td>
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<tr>
<td>6:00 – 7:30</td>
<td>Welcome Reception</td>
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## Monday, Dec. 5, 2022

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00</td>
<td>Registration Opens</td>
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<tr>
<td>7:30 – 8:00</td>
<td>Morning Coffee</td>
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<tr>
<td>7:30 – 8:00</td>
<td>Conference Overview &amp; First Timers Orientation</td>
</tr>
<tr>
<td>8:15 – 9:15</td>
<td>Welcome &amp; Keynote: Jessyca Mathews</td>
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<tr>
<td>9:30 – 10:30</td>
<td>Keynote Q&amp;A</td>
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<tr>
<td>9:30 – 11:30</td>
<td>Concurrent Sessions</td>
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<tr>
<td>10:45 – 11:45</td>
<td>Thought Leader</td>
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<tr>
<td>11:45 – 12:30</td>
<td>Lunch</td>
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<tr>
<td>12:45 – 2:45</td>
<td>Concurrent Sessions</td>
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<tr>
<td>1:00 – 2:00</td>
<td>Thought Leader</td>
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<tr>
<td>3:00 – 4:00</td>
<td>Round Tables</td>
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<tr>
<td>3:30 – 4:30</td>
<td>Sponsor Reception</td>
</tr>
<tr>
<td>4:15</td>
<td>Registration Closes</td>
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</tbody>
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# Conference Agenda

**TUESDAY, DEC. 6, 2022**

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<tr>
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<tbody>
<tr>
<td>7:00</td>
<td>Registration Opens</td>
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<tr>
<td>7:30 – 8:00</td>
<td>Morning Coffee</td>
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<tr>
<td>8:15 – 9:15</td>
<td>Welcome &amp; Keynote: Tracey Tokuhama-Espinosa</td>
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<tr>
<td>9:30 – 10:30</td>
<td>Keynote Q&amp;A</td>
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<tr>
<td>9:30 – 11:30</td>
<td>Concurrent Sessions</td>
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<tr>
<td>11:00 – noon</td>
<td>Thought Leader</td>
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<tr>
<td>11:45 – 12:30</td>
<td>Lunch</td>
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<tr>
<td>12:45 – 2:45</td>
<td>Concurrent Sessions</td>
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<tr>
<td>1:00 – 2:00</td>
<td>Thought Leader</td>
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<tr>
<td>3:00 – 4:00</td>
<td>Sponsor Sessions</td>
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<tr>
<td>3:00 – 4:00</td>
<td>Round Tables</td>
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<tr>
<td>4:15</td>
<td>Registration Closes</td>
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<tr>
<td>4:30 – 5:30</td>
<td>LF Business Meeting</td>
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</table>

**WEDNESDAY, DEC. 7, 2022**

<table>
<thead>
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<th>Event</th>
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<tbody>
<tr>
<td>8:00</td>
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<tr>
<td>8:00 – 8:30</td>
<td>Morning Coffee</td>
</tr>
<tr>
<td>8:45 – 10:45</td>
<td>Concurrent Sessions</td>
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<td>11:00 – 11:45</td>
<td>Brunch</td>
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<tr>
<td>11:45 – 1:00</td>
<td>Keynote &amp; Q&amp;A: Principal Baruti Kafele (Conference Wrap-up)</td>
</tr>
<tr>
<td>1:00</td>
<td>Registration Closes</td>
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</tbody>
</table>

**AGENDA KEY**

- Conference Registration
- Learning Forward Academy Events
- Conference Sessions
- Learning Forward Events
- Keynote Presentations & Q&A
- Thought Leader Sessions
- Round Table Sessions
- Sponsor Events
THANK YOU TO OUR SPONSORS:

RECEPTION WITH CONFERENCE SPONSORS

Monday, December 5, 2022, 3:30 p.m. – 4:30 p.m.

All conference attendees are invited to join us for food, drink, and conversation with our sponsors for this year’s conference. Please help us honor some of the best organizations and companies in the education industry.

SPONSOR SHOWCASE SESSIONS

Tuesday December 6, 2022, 3:00-4:00 pm

Take advantage of some dedicated time with our sponsors for additional learning opportunities.

Save up to $620 with special early bird discounts. See registration form on page 18 for details.
THINGS TO DO IN NASHVILLE:

In 2022, Learning Forward returns to in-person events. Join us in Music City, Nashville, Tennessee. Explore historic museums, discover new music, and enjoy thoughtful discussions. Opportunity, excitement, and adventure await. Connect and collaborate with educators from around the world in Nashville in December 2022.
Monday Keynote

JESSYCA MATHEWS
Placing Ourselves on the Mountaintop

Jessyca Mathews is a language arts teacher at Carman-Ainsworth High School in Flint, Michigan, and a racial, environmental justice, and institutional racism activist. In 2017, Mathews was a finalist for NEA’s Social Justice Activist of the Year for her work on the Flint water crisis. Mathews was named Michigan’s Region 5 Teacher of the Year in 2019-20. In 2018, she was named Secondary English Teacher of the Year by the Michigan Council of Teachers of English and received the Samford Award for Most Inspirational Teacher of Michigan. Mathews has a voice in multiple areas of needed change in education. She has been interviewed by USA Today, Time magazine, and MSNBC; participated in protests and community action to speak on behalf of those affected by the Flint water crisis; and written for McSweeney and The Washington Post.

Tuesday Keynote

TRACEY TOKUHAMA-ESPINOSA
How Time and Tools have Changed Forever in Education Thanks to COVID

Tracey Tokuhama-Espinosa teaches Neuroscience of Learning: An Introduction to Mind, Brain, Health and Education at the Harvard University Extension School and is an associate editor of Science of Learning. She is the co-founder of Connections: The Learning Sciences Platform (www.thelearningsciences.com), which provides evidence-based support for teachers in over 40 countries. Her most recent books are Bringing the Neuroscience of Learning to Online Teaching: An Educator’s Handbook (2021); Neuromyths: Debunking False Ideas About the Brain (2019); and The Five Pillars of the Mind: Redesigning Education to Suit the Brain (2019).

Wednesday Keynote

PRINCIPAL BARUTI KAFELE
The Equity-Mindset Educator

A highly regarded urban educator in New Jersey for over 20 years, Baruti Kafele distinguished himself as a master teacher and a transformational school leader. As an elementary school teacher in East Orange, New Jersey, he was selected as the East Orange School District and Essex County Public Schools Teacher of the Year and New Jersey State Teacher of the Year finalist. As a middle and high school principal, Kafele led the turnaround of four New Jersey urban schools, including Newark Tech, which went from a low-performing school in need of improvement to being recognized three times in U.S. News & World Report as one of America’s best high schools. Kafele is the author of 12 books, including his most recent release, The Equity & Social Justice Education 50 (2021).
No other event has this lineup of top speakers.

<table>
<thead>
<tr>
<th>PRECONFERENCE PRESENTERS</th>
<th>AREAS OF FOCUS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Abrams</td>
<td>Culture of Collaborative Inquiry</td>
</tr>
<tr>
<td>Stretching at Your Collaborative Edges</td>
<td>Curriculum, Instruction, &amp; Assessment</td>
</tr>
<tr>
<td>Eric Brooks</td>
<td>Equity Drivers</td>
</tr>
<tr>
<td>Leveraging Learning Systems to Create a Culture of High Expectations for All</td>
<td>Equity Foundations</td>
</tr>
<tr>
<td>Debbie Cooke</td>
<td>Equity Practices</td>
</tr>
<tr>
<td>Reimagine Teacher Leadership</td>
<td>Evidence</td>
</tr>
<tr>
<td>Tracy Crow</td>
<td>Implementation</td>
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<tr>
<td>Standards for Professional Learning 2022</td>
<td>Instruction &amp; Assessment</td>
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<tr>
<td>Luis Cruz</td>
<td>Leadership</td>
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<tr>
<td>Reimagining School Leadership: Understanding Adult Resistance to Change</td>
<td>Resources</td>
</tr>
<tr>
<td>Heather Clifton</td>
<td>Great Instructional Coaching</td>
</tr>
<tr>
<td>Coaching Matters</td>
<td>Compassionate Coaching: Navigating Barriers to Professional Growth</td>
</tr>
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<td>Ann Delehant</td>
<td>Standards for Professional Learning 2022</td>
</tr>
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<td>Equity Isn't Just a Word - It's an Action</td>
</tr>
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<td>Leverage Learning Systems to Create a Culture of High Expectations for All</td>
</tr>
<tr>
<td>Becoming a Learning Team</td>
<td>Sit &amp; Get Won't Grow Dendrites: 20 Instructional Strategies That Engage the Adult Brain</td>
</tr>
<tr>
<td>Doug Fisher</td>
<td>Creating Equitable Environments Where (Most) Teachers Can Supervise Themselves</td>
</tr>
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<td>Teacher Clarity for High Expectations and Accelerated Learning</td>
<td>Evidence</td>
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<td>Paul Fleming</td>
<td>Implementation</td>
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<td>Leading From the Inside Out</td>
<td>Curriculm-based Professional Learning to Transform Teaching</td>
</tr>
<tr>
<td>Thomas R. Guskey</td>
<td>Reimagining the Way We Plan and Evaluate Professional Learning</td>
</tr>
<tr>
<td>Zaretta Hammond</td>
<td>Reimaging Leading and Coaching for Everyone's Well-Being</td>
</tr>
<tr>
<td>Coaching for Instructional Equity</td>
<td>Reimaging Leading and Coaching for Everyone's Well-Being</td>
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**No other event has this lineup of top speakers.**
Assessing the Impact: Evaluating Professional Learning
Measuring the quality, effectiveness, and impact of professional learning requires thoughtful planning and implementation of an evaluation process. Explore an eight-step process for evaluating professional learning. See how to assess the evaluability of a program, formulate evaluation questions, and construct an evaluation framework that includes data sources, data collection methods, and data analysis. Learn to apply the process to create a plan for evaluating your own professional learning programs.

**PARTICIPANTS WILL**
- Define the steps of the evaluation process;
- Assess the evaluability of an existing professional learning program (outcomes defined as KASAB, standards of success, indicators of success, theory of change);
- Revise professional learning core components to increase evaluability, if needed; and
- Construct an evaluation framework (data sources, data collection methods, data analysis techniques, timeline) for their own professional learning program or a simulated one to answer the evaluation questions.

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

**Area of Focus:** Learning Designs, Implementation

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Becoming a Learning Team
Gain step-by-step guidance in using collaborative learning time for teachers to solve specific student learning challenges. Examine a process for using student data to craft student and educator learning goals leading to learning plans, implementation steps, and progress monitoring. Focus on the role of learning teams in implementing high-quality instructional materials and what that means for student and educator learning goals and agendas.

**PARTICIPANTS WILL**
- Understand the value and importance of collaborative learning to improve teaching and learning;
- Take steps to launch a learning team cycle with five key stages and examine how to implement each with specific strategies and supporting protocols;
- See how to support the meaningful implementation of high-quality instructional materials;
- Adapt the cycle to fit specific school and district calendars and initiatives; and
- Leave with a roadmap to focus on the day-to-day actions in classrooms among students, educators, and instructional materials for maximum impact.

John Eyolfson, Learning Forward, john.eyolfson@learningforward.org

Kellie Randall, Cherry Creek Schools / Learning Forward, kellie.randall@learningforward.org

**Area of Focus:** Learning Designs, Culture Of Collaborative Inquiry

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Coaching for Instructional Equity
Leverage the science of learning through a culturally responsive lens. Identify instructional practices that accelerate students’ ability to complete unfinished learning. Examine the teacher moves to become a stronger cognitive mediator and support productive struggle that grows student brainpower. Connect equity goals to improving the instructional core, and understand the role of instructional coaches in ensuring instruction leads to more equitable outcomes.

**PARTICIPANTS WILL**
- Identify instructional practices that accelerate students’ ability to complete unfinished learning;
- Go beyond diversifying the curriculum and focus on decolonizing instruction in ways that leverage diverse students’ collectivist learning practices;
- Articulate the teacher moves to become a stronger cognitive mediator and support productive struggle that grows student brain power;
- Connect equity goals to improving the instructional core; and
- Understand the different role instructional coaches need to play to ensure instruction leads to more equitable outcomes.

Zaretta Hammond, Transformative Learning Solutions, zaretta@crtandthebrain.com

**Area of Focus:** Equity Practices, Equity Drivers
Preconference Sessions | Sunday | 9 am–4 pm

PC04  
**Coaching Matters**
Examine the essential characteristics of effective building-level instructional coaching programs, using a coaching framework to examine all aspects of the program. Explore ways to move coaching from a focus on teacher behaviors to a focus on student results. Leave with examples and practical tools from a variety of districts, including protocols for building relationships with teachers and principals, ways to assess the impact of coaching, sample documents defining the roles of coaches and the role of the coach champion, and more.

**PARTICIPANTS WILL**
- Build capacity (knowledge, skills, dispositions, and practices) to define and implement an effective coaching program that positively impacts student achievement;
- Use a coaching framework to examine all aspects of the coaching program;
- Analyze examples and structures as useful tools in carrying out the work of coaching; and
- Explore ways to move coaching from a focus on teacher behaviors to a focus on student results.

Heather Clifton, Clifton and Associates, Inc., hlclifton@gmail.com  
*Area of Focus:* Implementation, Leadership

PC05  
**Compassionate Coaching: Navigating Barriers to Professional Growth**
Dive into a framework for compassionate coaching that helps coaches avoid the distractions, obstacles, and detours that can take educators off course. Examine the components of the three-phase coaching cycle tailored to each individual and understand the conditions for implementing them. Identify barriers that educators face and explore techniques to address them. Get ready to reimagine instructional coaching with compassion, with strategies to adjust coaching moves to meet educator needs.

**PARTICIPANTS WILL**
- Identify the coaching pathways of autonomy, belonging, and competence;
- Examine the components of the three-phase coaching cycle tailored to each individual and understand the conditions for implementing them;
- Identify Compassionate Coaching Focus areas for several barriers that educators face; and
- Explore techniques to address each barrier with the Compassionate Coaching Focus area.

Kathy Perret, Kathy Perret Consulting kathyperretconsulting@gmail.com  
Kenneth McKee, NWEA, kennethcmckee@gmail.com  
*Area of Focus:* Learning Designs, Implementation

“I AM EAGERLY ANTICIPATING THE OPPORTUNITY TO CAPITALIZE ON THE UNIQUE ABILITY OF EDUCATORS TO ‘THINK ABOUT OR CONSIDER IN A NEW AND CREATIVE WAY’ – TO REIMAGINE – ALL TOPICS RELATED TO WHAT IS IN THE BEST INTEREST OF STUDENT LEARNING. THIS IS SOMETHING EDUCATORS HAVE ALWAYS DONE, BUT PARTICULARLY THROUGHOUT THE LAST 21 MONTHS – IT IS TIME TO CELEBRATE IT!”

Mary Decker  
Associate Director of Schools for Teaching and Learning  
Franklin, Tennessee

Save up to $620 with special early bird discounts. See registration form on page 18 for details.
**PC06**  
**Creating Equitable Environments Where (Most) Teachers Can Supervise Themselves**

Examine your beliefs and experiences about written feedback, and use an Innovation Configuration map to assess your own feedback skills. Learn how to create an evaluation process that helps teachers see their practice clearly and develop a personalized plan for growth.

**Participants Will**
- Examine their own beliefs and experiences about written feedback;
- Write and receive feedback about their written feedback; and
- Assess their feedback using an innovation configuration map.

**Thomas Van Soelen**, Van Soelen & Associates, tmvansoelen@gmail.com  
**Shannon Kersey**, Alpharetta High School, Fulton County School, kersey@fultonschools.org

**Area of Focus:** Leadership

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**PC07**  
**Curriculum-based Professional Learning to Transform Teaching**

Learn how to shift from traditional professional learning to curriculum-based professional learning. Examine a set of research-based actions, approaches, and enabling conditions that effective schools and systems have put in place to reinforce and amplify the power of high-quality curriculum and skillful teaching. Consider strategies for applying them to your plans for professional learning.

**Participants Will**
- Engage in core, structural, and functional design features and enabling conditions of curriculum-based professional learning and consider implications for your work;
- Examine the foundation for The Elements, a challenge paper from Carnegie Corporation of New York;
- Consider roles and responsibilities for putting into action the elements of curriculum-based professional learning; and
- Reflect on how the pre-conference experience aligns to the Elements and assess your approach to professional learning.

**Stephanie Hirsh**, Hirsh Holdings LLC, stephanie@hirshholdings.com  
**Jim Short**, Carnegie Corporation of New York, jbs@carnegie.org

**Area of Focus:** Curriculum, Instruction & Assessment, Learning Designs

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**PC08**  
**Equity Isn’t Just a Word - It’s an Action**

Learn about the antiracist professional learning community created to support principals in crisis and uncertainty and consider your path toward critical love of your school and district;

- Use the essential elements of cultural proficiency for critical self-reflection on your personal bias, values, beliefs and the impacts on students in your care;
- Reflect on your personal influence as an educator and consider what co-creating identity-safe schools and classrooms for students might look like, sound like, and feel like; and
- Create a personal plan of action that includes a collective commitment with colleagues to change systems and practices that reproduce inequity in schools.

**Angela Ward**, 2Ward Equity, angela@2wardequity.com  
**Sara Freund**, Austin Independent School District, sarafreund27@gmail.com

**Area of Focus:** Equity Practices, Culture Of Collaborative Inquiry

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**Preconference Sessions | Sunday, Dec. 4 | 9 am–4 pm**
Preconference Sessions | Sunday | 9 am–4 pm

**PC09 Great Instructional Coaching**

Explore the seven factors that lead to successful instructional coaching, based on 25 years of research. Learn coaching skills that can be used in professional practice immediately. Engage with other coaches to gain multiple perspectives and create an implementation plan to take back to your school or district. Leave with tools and forms you can use to ensure that coaching flourishes in your organization.

**PARTICIPANTS WILL**
- Learn research-based coaching skills that can be used in professional practice immediately;
- Discuss each strategy, principle, tool, or idea with other coaches to gain multiple perspectives on the learning that is shared; and
- Create an implementation plan to take back to schools and districts.

**Jim Knight**, Instructional Coaching Group, jim@instructionalcoaching.com

**Area of Focus:** Professional Expertise, Implementation

**PC10 Leading From the Inside Out**

Explore an approach to school improvement and innovation that works from the inside out, unleashing not only student curiosity, but teacher curiosity as well by creating a culture of collaborative inquiry. Discover the power of peer-to-peer coaching in triads for school improvement and identify next steps for implementing them in your school. Use evidence-based pathways to improvement to identify your school’s next step toward innovation and improvement and focus for your professional learning.

**PARTICIPANTS WILL**
- Understand and share with others the power of curiosity and how to cultivate it in teachers, leaders, and learners;
- Understand the differences between an inside-out, curiosity-driven approach to school improvement and an outside-in or top-down approach;
- Discover the power of peer-to-peer coaching in triads for school improvement and identify next steps for implementing them in their school; and
- Use evidenced-based pathways to improvement to identify their own school’s next step toward innovation and improvement and focus for their professional development efforts.

**Bryan Goodwin**, McRel International, bgoodwin@mcrel.org

**Area of Focus:** Professional Expertise, Leadership

**PC11 Leveraging Learning Systems to Create a Culture of High Expectations for All**

Explore strategies for developing high-performing learning systems that build trusting relationships, raise expectations for students and staff, and engage all in a cycle of continuous improvement. Examine ways to design learning that best meets the needs of adults and deepens student learning. Learn how to remove barriers that often prevent students from having meaningful learning experiences. Leave with tools that will strengthen your leadership.

**PARTICIPANTS WILL**
- Understand and define a system of learning that results in changes in adult practices;
- Develop skill in building trusting relationships; and
- Exit with clear strategies and learning designs that facilitate teams moving through a cycle of continuous improvement.

**Kay Psencik**, Learning Forward, kpsencikm@doutlook.com

**Eric Brooks**, Yuma Union High School District, ebrooks@yumaunion.org

**Area of Focus:** Culture Of Collaborative Inquiry, Leadership
Preconference Sessions | Sunday, Dec. 4 | 9 am–4 pm

PC12
Reimagine Teacher Leadership
Explore steps to improve teacher leadership in your school or district using A Systemic Approach to Elevating Teacher Leadership (Killion et al., 2016) as a guide. Learn how teacher leadership promotes collaborative cultures, equitable learning environments, teacher agency and credibility, improved decision-making, and a dynamic teaching force. Plan how to monitor and evaluate teacher leadership and apply what you’ve learned in your school or district.

PARTICIPANTS WILL
- Explore definitions of teacher leadership, equity, and excellence;
- Explain the purpose, benefits, and desired outcomes for advancing teacher leadership in schools and school systems;
- Integrate elements of the Professional Learning Standards into the daily work of teacher leaders;
- Plan how to monitor and evaluate teacher leadership;
- Identify the essential knowledge, skills, and dispositions of teacher leaders;
- Apply the new knowledge about teacher leadership in your school or district; and
- Learn with, from, and on behalf of one another.

Ann Delehant, Delehant & Associates, adelehant@gmail.com
Debbie Cooke, LF Florida, cooke.debbie@lfflorida.org

Area of Focus: Professional Expertise, Leadership

PC13
Reimagining Leading and Coaching for Everyone’s Well-Being
Develop knowledge, insights, and skills related to the well-being needs of students, staff, and yourself in a volatile world. Reimagine how to engage with practical well-being strategies not usually considered in SEL practices, such as learning outdoors, developing ethical guidelines for technology use, and addressing controversial issues through the curriculum. Leave with an ability to lead deep educator reflection about issues such as how well-being is part of learning and how emotions like anger and disgust shouldn’t just be managed but reimagined in terms of their positive value for changing the world.

PARTICIPANTS WILL
- Deepen their knowledge of SEL and well-being;
- Reimagine how to engage with practical well-being strategies not usually considered in SEL practices, such as learning outdoors, developing ethical guidelines for technology use, and addressing controversial issues through the curriculum; and
- Leave with an ability to lead deep educator reflection about issues such as how well-being is part of learning, not an add-on to or offset for it; about how well-being is a sociological as well as a psychological responsibility; and about how so-called “negative” emotions like anger and disgust shouldn’t just be managed but should sometimes be reimagined in terms of their positive value for changing the world.

Andy Hargreaves, Boston College, hargrean@bc.edu
Trista Hollweck, University of Ottawa, thollweck@uottawa.ca

Area of Focus: Equity Practices, Leadership

PC14
Reimagining School Leadership: Understanding Adult Resistance to Change
Reimagine a style of leadership designed to address resistance to change while simultaneously supporting staff members. Explore ways to assemble a collective leadership approach that addresses both logical and illogical forms of resistance to change. Learn to use transformational leadership approaches that support staff and hold them accountable to change.

PARTICIPANTS WILL
- Learn how to assemble a collective leadership approach designed to address both logical and illogical forms of resistance to change;
- Learn how to use transformational leadership approaches to support and professionally and ethically hold staff accountable to change;
- Explore how transformational leadership contributes to a healthy school culture; and
- See how coupling support and accountability is a necessary combination for promoting necessary changes.

Luis Cruz, Cruz and Associates Inc., lcruz@newfrontier21.com

Area of Focus: Equity Practices, Leadership
Preconference Sessions | Sunday | 9 am–4 pm

PC15
Reimagining the Way We Plan and Evaluate Professional Learning

Explore factors that contribute to the effectiveness of professional learning and the levels of evidence most crucial to planning, implementation, and evaluation. Learn how to design and implement more effective professional learning experiences using these levels, how to gather quantitative and qualitative evidence on effects, and how to present that evidence in meaningful ways.

PARTICIPANTS WILL
- Explore the criteria for determining the effectiveness of professional learning;
- Learn how to use levels of evidence to design and implement more effective professional learning experiences, and
- Understand how to gather crucial evidence on effects and present that evaluation evidence in meaningful ways.

Thomas R. Guskey, University of Kentucky, guskey@uky.edu

Area of Focus: Professional Expertise, Evidence

PC16
Sit & Get Won’t Grow Dendrites: 20 Instructional Strategies That Engage the Adult Brain

Gain an understanding of why it can be so difficult for adults to change their behavior. Explore techniques that result in sustained changes in adult behavior. Plan your next professional learning experience using an original template provided and incorporating some of the 20 brain-based strategies that take advantage of the ways all adult and student brains learn best.

PARTICIPANTS WILL
- Ascertain why it can be so difficult for adults to change their behavior and determine the order of that change when asking adults to implement new behaviors;
- Examine six principles of adult learning theory that should be considered when interacting with faculty and staff and conducting professional learning communities;
- Experience 10 characteristics of quality professional learning that should be applied when implementing professional development;
- Acquire facts about the adult brain as it relates to working with faculty and staff and planning and conducting quality professional learning; and
- Plan their next professional learning experience using an original template provided and incorporating some of the 20 brain-based strategies that take advantage of the ways all adult and student brains learn best.

Marcia Tate, Developing Minds, Inc., marciata@bellsouth.net

Area of Focus: Curriculum, Instruction & Assessment, Learning Designs
PC17  Standards for Professional Learning 2022

Dig deep into the 2022 edition of the Standards for Professional Learning, focusing on how the standards support high-quality professional learning. Use tools and resources to examine standards concepts such as guiding assumptions, equity, curriculum, assessment, instruction, and professional expertise. Engage in collaborative learning to apply these concepts to your role, responsibilities, and professional context.

**PARTICIPANTS WILL**
- Gain a deep understanding of the content and structure of the Standards for Professional Learning;
- Apply the concepts in the Standards to their own roles, responsibilities, and contexts by engaging in interactive and collaborative activities; and
- Determine which strategies, resources, and tools can support their individual and collaborative professional learning growth and development.

Paul Fleming, Learning Forward, paul.fleming@learningforward.org
Tracy Crow, Learning Forward, Tracy.Crow@learningforward.org
Elizabeth Foster, Learning Forward, elizabeth.foster@learningforward.org
Machel Mills-Miles, Learning Forward, machel.mills-miles@learningforward.org

*Area of Focus: Professional Expertise, Evidence*

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PC18  Stretching at Your Collaborative Edges

Learn how to develop yourself as an educator and as a human being so that you can become a bigger and better version of yourself as a team member and a leader. Explore five ways to stretch at your learning edges to develop yourself to be an even more effective collaborative team member committed to educator effectiveness and continuous improvement. Leave with strategies and tools to bring back to your teams to develop your professional learning culture.

**PARTICIPANTS WILL**
- Know themselves and their identities;
- Better suspend their certainty and think with greater complexity and openness;
- Take increased responsibility for their language and communications;
- Engage with reciprocity and live “out Loud” their belief of mutual respect for all; and
- Build their resiliency and work on their emotional health.

We will leave with strategies and tools to bring back to our teams to develop our professional learning culture.

Jennifer Abrams, Jennifer Abrams Consulting, jennifer@jenniferabrams.com

*Area of Focus: Learning Designs, Culture Of Collaborative Inquiry*

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PC19  Teacher Clarity for High Expectations and Accelerated Learning

Identify the components of teacher clarity, which requires that teachers understand what students need to learn, communicate learning intentions to students, develop with students an understanding of success criteria, deliver lessons in relevant and engaging ways, and ensure that assessment drives instruction. Examine methods for promoting teacher clarity, assessing student knowledge, and fostering ownership in learning. Understand how high expectations are infused in every instructional decision.

**PARTICIPANTS WILL**
- Identify the components of teacher clarity;
- Describe meaningful learning experiences for students to reach high expectations; and
- Learn about the alignment of curricular expectations, instruction, and informative assessment.

Doug Fisher, Health Sciences High & Middle College, dfisher@sdsu.edu
Nancy Frey, Health Sciences High & Middle College, nfrey@sdsu.edu

*Area of Focus: Equity Practices, Curriculum, Instruction & Assessment*
We as educators have the opportunity to reimagine education for all learners. We should feel challenged to rethink our practices in every way and reflect on how we continue to help students and adults to grow and develop skills for a world not yet known.

Theresa Nixon
Director of Teaching & Learning Support
Knoxville, TN

Save up to $620 with special early bird discounts. See registration form on page 18 for details.

Did you know that you save...

$100 per day on your conference registration with your LEARNING FORWARD MEMBERSHIP?

You are a member of the only professional association devoted exclusively to supporting those who work in educator professional development.

Your membership keeps you up to date on the latest knowledge and trends with

- Access to thousands of curated professional learning resources;
- Exclusive learning opportunities;
- Special members-only pricing and discounts; and
- An expanded network of prominent professional learning experts.

If you haven’t already, consider upgrading to a comprehensive membership to get even more benefits, including print copies of The Learning Professional and four books per year with Learning Forward’s Book Club!

Visit learningforward.org/membership for more information.
CONFIRMATION
You will receive confirmation by email, but your conference registration won’t be complete until you submit your session selections. Session selection will be available in early August. Conference materials will be distributed at the conference. Please call the Learning Forward Business Office (800-727-7288) if you have questions.

REGISTRATION FORM
SECTION 1 - Registration data must be filled out completely. Please make sure we have your current email address on the form.

SECTION 2 - Select and total conference fees.

SECTION 3 - Membership fees.

SECTION 4 - Total and payment. Fees are payable by check, Visa, AMEX, MasterCard, Discover, or purchase order. Learning Forward will invoice your school/district on the purchase order upon receipt. Payment of the invoice must be received before the conference.

SECTION 5 - Registration questions.

CANCELLATION AND CHANGE POLICY
A $50 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2022, to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2022. No refunds will be issued for cancellations received after Nov. 19, 2022. Learning Forward reserves the right to process refunds after the conference concludes. To transfer registration, make changes to payment method, or reduce or change days attending, email christy@learningforward.org or call 800-727-7288. A $25 handling fee will be assessed.

REGISTRATION DISCOUNTS
Learning Forward members receive discounted registration. Join, renew, or upgrade your membership to attend the conference at the member rate. Save $100 with a 4-day registration. Groups of 10 or more are eligible for a 10% discount. Please call 800-727-7288 to receive a discount code.

REGISTRATION POLICIES AND PROCEDURES
Fees for Sunday include lunch, materials, and program attendance. Fees for Monday and Tuesday include lunch, general session program, morning sessions, afternoon sessions, and materials. Wednesday’s fee includes brunch, general session program, morning sessions, and materials.

4 WAYS TO REGISTER:
Registrations are accepted by mail, fax, or scan. All registrations require payment for processing.

ONLINE: conference.learningforward.org
MAIL: Learning Forward Conference Registration, 504 S. Locust Street, Oxford, OH 45056
FAX: 513-523-0638
SCAN: office@learningforward.org

PREVIEW REGISTRATION: 4/15/2022 - 6/30/2022
EARLY REGISTRATION: 7/1/2022 -10/31/2022
REGULAR & ONSITE: 11/1/2022 - 12/7/2022

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HOTEL & TRAVEL INFORMATION
Book now for best availability!

Reservations can be made through Friday, Nov. 11, 2022. To book a hotel guest room at the Learning Forward Annual Conference hotel rates, please make your reservation by the cutoff date of Friday, Nov. 11, 2022. Hotel changes and/or cancellations can be made, but cancellation for large group holds after Friday Oct. 22, 2022, will incur a one-night hotel room charge for each room reserved. Book now to secure a rate in the room block and be connected to all the conference activities at the Gaylord Opryland Resort and Convention Center.

Make your reservations online anytime:
conference.learningforward.org


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Please see our website for updates on Learning Forward’s covid policy.
GAYLORD OPRYLAND RESORT AND CONVENTION CENTER

1 REGISTRATION DATA: Please print your email address legibly — your conference confirmation will be emailed to you.

First Name ___________________________________________ Last Name ____________________________
(for your nametag)

School Dist. or Organization ____________________________ Position _____________________________

School Name ___________________________________________

Address / Street _______________________________________

City / State / Province / Zip ______________________________

Is this address: □ business □ home Cell Phone (required) ____________________________ 

Work Email ___________________________________________ Personal Email _______________________

2 REGISTRATION FEES:

Select the days that apply and fill in amount.

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GROUP DISCOUNT CODE ___________

SUBTOTAL $ __________ $ __________

3 MEMBERSHIP PRICES: Join, renew, or upgrade your membership.

☐ Digital membership $69
☐ Standard membership $99
☐ Comprehensive membership $159

These are one-year memberships. Go to www.learningforward.org/membership/ for a complete description of membership benefits.

SUBTOTAL $ __________

4 TOTAL & PAYMENT: Add 2 and 3

2 Subtotal registration ...... $__________
3 Subtotal membership...... $__________

TOTAL $ __________

FEES ARE PAYABLE BY:
☐ MasterCard   ☐ Visa   ☐ Discover   ☐ AMEX
☐ Check
☐ Purchase order (bill me later)

Billing address _________________________________________________________________

Card no. __________ Exp. date __________ Security code __________

Signature ____________________________

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.

*This pricing ends 7/01/22

FEES ARE PAYABLE BY:
☐ MasterCard   ☐ Visa   ☐ Discover   ☐ AMEX
☐ Check
☐ Purchase order (bill me later)

Billing address _________________________________________________________________

Card no. __________ Exp. date __________ Security code __________

Signature ____________________________

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.

*This pricing ends 7/01/22

5 PLEASE CHECK (✓)

☐ I am willing to volunteer for 2-3 hours during the conference.
☐ I am a presenter
☐ I am willing to host a session I am attending. Hosts will be contacted with details and are eligible to win a free conference registration for 2023.
☐ This is my first Learning Forward conference
☐ Special diet required:
  We will not be able to accommodate special dietary needs received after Nov. 15, 2022.
☐ Special access requirements:
  ________________________________________________________________

☐ Check here if you do not wish to have special promotional material sent to you from our conference vendors.

☐ This is my first Learning Forward conference

☐ I am a presenter

☐ I am willing to host a session I am attending. Hosts will be contacted with details and are eligible to win a free conference registration for 2023.

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Some fees and policies have changed due to the ongoing COVID-19 pandemic. Please go to learningforward.org for the most current information.

REGISTRATION FORM

4 WAYS TO REGISTER:

ONLINE: conference.learningforward.org

MAIL: Learning Forward Conference Registration, 504 S. Locust Street, Oxford, OH 45056

FAX: 513-523-0638

SCAN: office@learningforward.org

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2022 LEARNING FORWARD ANNUAL CONFERENCE  conference.learningforward.org  |  #learnfwd22  |  2022 LEARNING FORWARD ANNUAL CONFERENCE
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NASHVILLE | DEC 4-7, 2022
2022 LEARNING FORWARD ANNUAL CONFERENCE
GAYLORD OPRLAND RESORT AND CONVENTION CENTER

New this year!

- We heard your requests for more networking and reflection time, so we have moved Monday and Tuesday's keynotes to give you more time to focus and interact.
- The Gaylord Opryland Resort and Convention Center welcomes guests to a stunning, one-of-a-kind resort experience. Guests can explore nine acres of garden atriums, a wide selection of award-winning restaurants & bars, and the world-class Relâche Spa. Come join in Music City!
- Dive deeper into the newly revised Standards for Professional Learning.

Featuring these Keynote Speakers

JESSYCA MATHEWS
TRACEY TOKUHAMA-ESPINOSA
PRINCIPAL BARUTI KAFELE

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with special early bird discounts.
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