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HORIZON

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PREVIEW

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LEARNING FORWARD'S
2017 ANNUAL
CONFERENCE

ORLANDO, FL | DEC. 2-6, 2017 | WALT DISNEY WORLD SWAN AND DOLPHIN RESORT

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CONFERENCE
DEC. 2-6, 2017

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Join us in Orlando for Learning Forward's Annual Conference

ABOUT THE CONFERENCE

When it comes to advancing educator professional learning, this is THE conference. Join thousands of practitioners and thought leaders to:

- Develop solutions to professional development challenges for all educators;
- Strengthen professional learning systems at all levels;
- Explore best practices and new technologies in the field; and
- Be part of a global community of learners.

Don't miss this chance to collaborate with education leaders from around the world and gain valuable connections, tools, learning opportunities, and strategies.

CONFERENCE FEATURES:



Shared meals fostering camaraderie and networking



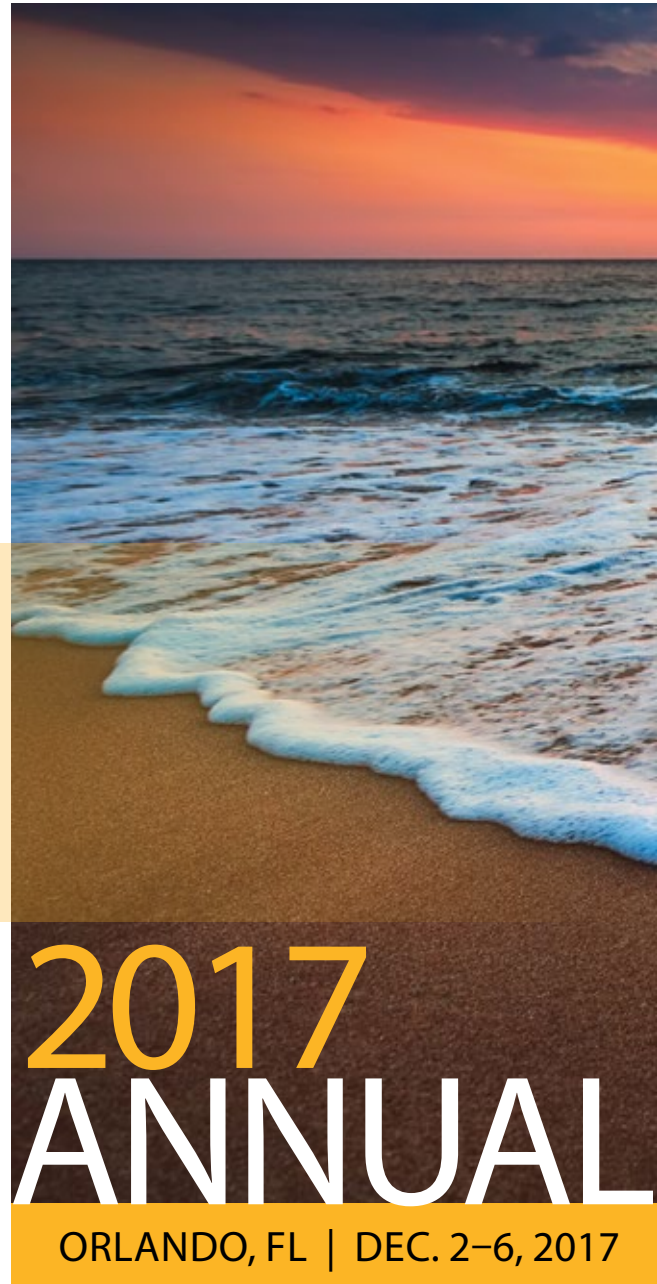
Thought-provoking keynotes and distinguished lectures



Preconference sessions that provide extended time for learning



Reserved space in ticketed sessions without the cattle-call experience



“The Learning Forward Conference was inspirational and thought provoking in a way that made you want to get back “to the work” as soon as possible.”



LEARNING BEYOND THE HORIZON

CONFERENCE

WALT DISNEY WORLD DOLPHIN AND SWAN RESORT



Exhibitors offering valuable resources to meet your professional learning needs



Technology and roundtable sessions featuring successful implementation



Networking and meetups opportunities to connect with role-alike colleagues



CONFERENCE OVERVIEW

WHO SHOULD ATTEND

- Central office administrators
- Superintendents
- Policymakers and decision makers
- Teacher leaders/ Coaches
- School-based teams
- Principals/Assistant principals
- Technical assistance providers

CHOOSE FROM MORE THAN 300 CONCURRENT SESSIONS addressing the most pressing issues for education leaders including improving instruction, social-emotional learning, culturally responsive pedagogy, applying data-driven decision making, understanding professional development redesign, developing leadership capacity, learning facilitation skills, supporting new teachers and principals, implementing effective school improvement, and much more.

TAKE HOME TOOLS, PROTOCOLS, AND SKILLS you can immediately apply to improve your effectiveness and support student success. Gain easy-to-use strategies to advance professional learning in your school or district.

SATURDAY DECEMBER 2, 2017	Preconference Sessions
	Academy 2018-2019 Sessions
	Networking Lunch
SUNDAY DECEMBER 3, 2017	Preconference Sessions
	Networking Lunch
	Welcome Reception / Affiliate Networking
MONDAY DECEMBER 4, 2017	Conference Preview and First Timers' Orientation
	Keynote Speaker: Fernando Reimers
	Thought Leader Lectures
	Over 100 Concurrent Sessions
	Continental Breakfast and Sit-Down Lunch
	Exhibit Hall Open
	FastForward (PechaKucha-Style) Sessions
	Exhibit Hall Reception
TUESDAY DECEMBER 5, 2017	Keynote Speaker: Kaya Henderson
	Thought Leader Lectures
	Over 100 Concurrent Sessions
	Continental Breakfast and Sit-Down Lunch
	Technology Connections
	Networking Sessions and MeetUps
WEDNESDAY DECEMBER 6, 2017	Keynote Speaker: Hahrie Han
	Over 60 Morning Concurrent Sessions
	Brunch
	Over 20 Afternoon Summit Sessions
	Exhibit Hall Open before Brunch

KEYNOTE SPEAKERS



MONDAY, DECEMBER 4, 2017

FERNANDO REIMERS

**EMPOWERING GLOBAL CITIZENS
THROUGH EDUCATION,
INNOVATION, AND REFORM**

Fernando M. Reimers is the Ford Foundation Professor of the Practice in International Education and director of the Global Education Innovation Initiative and of the International Education Policy Master's Program at Harvard University. He has extensive experience in Asia, Latin America, the Middle East, and the United States advising governments, international development organizations, and foundations on the education of marginalized students and global education.

Many of the novel approaches, tools, and frameworks that Reimers has developed to support the improvement of education are subjects of the following publications: *Empowering Global Citizens* (CreateSpace Independent Publishing, 2016), *Unequal Schools, Unequal Chances* (David Rockefeller Center for Latin American Studies, 2001), *Informed Dialogue* (Praeger, 1997), *Teaching and Learning for the 21st Century* (Harvard Education Press, 2016). Currently, he is leading a multinational alliance working to advance teacher quality around the world.



TUESDAY, DECEMBER 5, 2017

KAYA HENDERSON

**LEADING & LEARNING
FROM PARTNERSHIPS AND
RELATIONSHIPS THAT
ACHIEVE TRANSFORMATION**

Kaya Henderson served as the Chancellor of DC Public Schools from 2010-2016. Her tenure was marked by consecutive years of enrollment growth, the highest graduation rates in the history of the district, and the greatest growth of any urban district on the National Assessment of Education Progress (NAEP) over multiple years.

Henderson's career began as a middle school Spanish teacher in the South Bronx, through Teach For America. She went on to work as a recruiter, national admissions director, and DC Executive Director for Teach for America. She then served in multiple positions at Teach for America, as the Vice President of Strategic Partnerships at the New Teacher Project until she moved to DCPS as Deputy Chancellor in 2007.

Henderson graduated from Mt. Vernon Public Schools. She received her Bachelor's degree in International Relations and her Master of Arts in Leadership from Georgetown University. She serves on Teach For America's National Board of Directors and the Teach For All Global Advisory Council.



WEDNESDAY, DECEMBER 6, 2017

HAHRIE HAN

**CHANGE, AGENCY & LEARNING:
MOVING TO ACTION**

Hahrie Han is the Anton Vonk Associate Professor of Political Science at the University of California, Santa Barbara. She specializes in the study of collective action, social change, and democratic revitalization, particularly as it pertains to social justice and environmental issues. In carrying out her work, she seeks to develop the leadership of younger scholars and practitioners, especially women and people of color.

She has published three books: *How Organizations Develop Activists: Civic Associations and Leadership in the 21st Century* (Oxford University Press, 2014), *Groundbreakers: How Obama's 2.2 Million Volunteers Transformed Campaigning in America* (Oxford University Press, 2014), and *Moved to Action: Motivation, Participation, and Inequality in American Politics* (Stanford University Press, 2009). Her award-winning work has been published in the *American Political Science Review*, *American Sociological Review*, *American Journal of Sociology*, and numerous other publications.

THOUGHT LEADER LECTURES (CONFIRMED)



**ANDY HARGREAVES
& MICHAEL FULLAN**
LITTLE BIG CHANGE



STEVE FINK
**HOW MUCH DO YOUR SCHOOL
LEADERS KNOW ABOUT IMPROVING
TEACHING AND LEARNING?**



TOM ARNETT
TEACHING IN THE MACHINE AGE



**MAUREEN
McLAUGHLIN (INVITED)**
GLOBAL COMPETENCIES FRAMEWORK



**PRINCIPALS PATH
TO LEADERSHIP**
PANEL OF AMERICAN EXPRESS GRANTEES

- **Linda Felton-Smith**, Alabama State Department of Education
- **Shirley Prince**, North Carolina Principals & Assistant Principals Association
- **Steven Wurtz**, Arlington Independent School District
- **Fred Brown**, Learning Forward



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SATURDAY PRECONFERENCE SESSIONS

DEC. 2, 2017 | FROM 9 AM TO 4 PM

PC 101 | TAKING THE LEAD



Coaches and teacher leaders assume significant roles in schools and school systems today. Learn about the 10 roles described in the second edition of *Taking the Lead: New Roles for Teachers and School-based Coaches*, how the roles contribute to

teaching quality and student learning, and the knowledge, skills, practices, and challenges associated with each role. Teachers, teacher leaders, coaches, principals, and district leaders will learn how to narrow the focus of coaching roles, assess the impact of each role, and address common challenges coaches face.

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

Area of Focus: Leadership

PC 102 | THE SKILLS OF MAKING STUDENT THINKING VISIBLE



Join us to hear about the concepts, embedded values, and operating principles of Making Student Thinking Visible. Explore these principles and practice creating a robust talk environment that builds student confidence and extends their capacity to

manage discussions. Learn the skills needed to ignite student discourse, cultivate student-led learning, and guide students to articulate their thinking. Along the way, learn which teaching habits to change and about the preparation and planning needed to fully integrate this approach into your classroom.

Jonathon Saphier, Research for Better Teaching, Acton, MA,
saphier@rbteach.com

Area of Focus: Equity

PC 103 | THE DO'S AND DON'TS OF GRADING REFORM



What makes grading reforms successful?

What typically leads to problems and difficulties? Join this session to hear about factors that research and evaluation reports have shown to contribute to implementation success and failure. Learn

about the *non-negotiables* of grading reform that ensure meaningful communication between school and home. Examine procedures for implementing new reporting structures, including standards-based grading, as well as specific policies and practices that should be avoided because of their negative consequences for students, teachers, and schools.

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

Area of Focus: Data

PC 104 | UNPACKING THE STANDARDS FOR PROFESSIONAL LEARNING



The Standards for Professional Learning define the attributes and essential components of effective professional learning. This session will focus on what the Standards look like in practice. Deepen your understanding of the Standards and how effective professional

learning leads to effective teaching practices, supportive leadership, and improved student results. Explore Innovation Configuration (IC) maps that identify and describe the major components of the standards in operation, and see how the Standards Assessment Inventory (SAI) helps measure the quality of your professional learning against the Standards.

Jacqueline Kennedy, Arlington Independent School District, Arlington, TX, kenned2@aisd.net

Area of Focus: Implementation

“This conference always reinvigorates me. I leave with strategies, ideas, and motivation to continue the important work of professional learning back in my district! This conference is a non-negotiable in my growth plans!”

— ERIN HERBRUCK

SATURDAY PRECONFERENCE SESSIONS

DEC. 2, 2017 | FROM 9 AM TO 4 PM

PC 105 | UNLEASHING THE POWER OF POSITIVE DIFFERENCES



Learn to examine new initiatives and strategies, such as nurturing growth mindsets or curriculum changes, for polarities — conflicting set of values that over time need each other. Understand how to map the values and concerns of

various stakeholders. Experience using that information to plan professional development, determine action steps, and identify potential implementation imbalances. Hear how *polarity thinking* minimizes pendulum swings in policies by addressing competing needs and setting common goals.

Jane Kise, Differentiated Coaching Associates, Minneapolis, MN, jane@janekise.com

Area of Focus: Equity

PC 106 | BECOMING A LEARNING PRINCIPAL



School leaders matter. Next to the classroom teacher, the principal has the greatest impact on student achievement. Gain a deeper understanding

of the ways that principals work with others in their schools, the expectations they have of students and staff, and their views of themselves as leaders of teaching, learning, and professional learning. See how all of those factors make a tremendous impact on principal success with all students.

Kay Psencik, Learning Forward, Cypress, TX, kay.psencik@learningforward.org

Dana Boyd, Ysleta Independent School District, El Paso, TX, dboyd@yisd.net

Area of Focus: Leadership

PC 107 | COLLABORATIVE LEARNING: DISTRICT PARTNERSHIP TO DESIGN, SUPPORT, COMMUNICATE AND IMPLEMENT THE WHY, WHAT, AND HOW FOR STUDENT LEARNING



Successful educators understand that collaborative professional learning strengthens educator practice and increases student results. We are, however, frequently challenged by how to make this collaborative culture happen. Learn how one district partnered with Learning Forward to design a districtwide system of collaborative learning focusing on professional learning communities (PLC) integrated with

a deep coaching practice and supports. Hear how district and site leaders clarified their roles and ensured that support aligned with implementation efforts. Examine methods of building the capacity of PLC teams, coaches, and school and district leaders to implement these new practices. Walk away with strategies to support similar goals in your district.

Deborah Childs-Bowen, Creative Mind Enterprise, Decatur, GA, deborah@creativemindenterprise.com

Ann M. Delehant, Learning Forward, Webster, NY, adelehant@gmail.com

Debra Lane, Lane Leadership Group, Fairfax, VA, delane@LaneLeadershipGroup.com

Area of Focus: Learning Communities

PC 108 | LEADING GROWTH: DEVELOPMENTAL STRATEGIES FOR BUILDING CAPACITY SYSTEMWIDE



The mounting imperatives of educational reform, social justice, collaboration, and leadership—as well as the promising connections between adult and student learning—underscore the vital importance of building capacity in our schools and systems.

In this session participants will explore adult developmental theory as a lens for leadership and leadership development (internal capacity building) and learn about a developmental approach to collaboration and feedback. Collaborate with others to gain a deeper understanding about how to support growth by learning about adult developmental theory and its practical applications for building a growth-oriented culture, supporting authentic feedback and collaboration, and building growth-oriented cultures.

Ellie Drago-Severson, Columbia University, New York, NY, drago-severson@tc.edu

Area of Focus: Learning Designs

PC 109 | HELPING ONE ANOTHER: CULTURALLY RELEVANT AND RESPONSIVE MATHEMATICS



The National Council of Teachers of Mathematics (NCTM) has provided practices for doing mathematics and teaching of mathematics. These practices are good practices for all students. Yet, how can we examine them from a culturally relevant

and responsive lens? Join this session and help one another to do just that: Engage students in culturally relevant and responsive mathematics, while ensuring the rigor recommended by the NCTM.

Desha L. Williams, Kennesaw State, Kennesaw, GA, dwill178@kennesaw.edu

Area of Focus: Equity

SATURDAY PRECONFERENCE SESSIONS

DEC. 2, 2017 | FROM 9 AM TO 4 PM

PC 110 | A NEW WAY OF BUILDING PARTNERSHIPS WITH FAMILIES



Parents and family members can partner more effectively with schools to insure student success when they first develop key skills to support their children's education, monitor progress, and advocate for them when necessary. Join us to learn how the Right

Question Institute's evidence-based strategy can help parents learn these key skills. Experience the strategy, explore the art and science behind the methods, and practice integrating them into your own work.

Luz Santana, Right Question Institute, Cambridge, MA, luz@rightquestion.org

Area of Focus: Outcomes – Educator and Student Learning

PC 111 | WAYS TO DEVELOP EVERY TEACHER AS A LEADER



Broaden and deepen your understanding of teacher leadership as we discuss what teachers and school leaders should know and be able to do to create

conditions in which teacher leadership may develop and thrive. We include ways to engage and reward teacher leaders, and models for advancing and sustaining teacher leadership professional learning through policy development and advocacy. The audience for this session includes current and future teacher leaders and school leaders because both groups must embrace the complexity, challenges, and benefits of strong partnerships between administrators and teachers.

Barbara Levin, UNC Greensboro, Greensboro, NC, Barbara_Levin@uncg.edu

Lynne Schrum, Nova Southeastern University, Fort Lauderdale, FL, lschrum@nova.edu

Area of Focus: Leadership

PC 112 | THE ART AND SCIENCE OF IMPLEMENTATION



Students cannot benefit from the interventions they do not receive.

See how planning for successful implementation requires an understanding of the characteristics of successful implementation, coherence among plans

and priorities, and the intentional efforts by education stakeholders to collaboratively address the essential conditions. Develop an implementation plan that makes more efficient and effective use of time, human, and financial resources to ensure that students receive the interventions needed to support their learning.

Val Olekshy, Edmonton, AB, volekshy@gmail.com

Area of Focus: Implementation

PC 113 | DATA-BASED DECISION MAKING AND PROFESSIONAL LEARNING IN A CLINICAL EDUCATION SETTING



Learn to implement data-based decision making to enhance instruction and professional learning focused on student learning. This session will provide attendees with practical resources and examples to implement and support action research and professional learning within lesson studies and coaching. Specific examples from teachers and administrators will describe various methods of professional learning that are flexible, responsive, and individualized to district, school, and classroom contexts as well as student and teacher learning goals.

Mary E. Little, University of Central Florida, Orlando, FL, Mary.Little@ucf.edu

Taylor Wenzel, University of Central Florida, Orlando, FL, taylor.wenzel@ucf.edu

Marni Kay, University of Central Florida Orlando, FL, marni.kay@ucf.edu

Area of Focus: Data

PC 114 | WHAT TEACHER TEAMS DO TO MAXIMIZE THE IMPACT OF FORMATIVE ASSESSMENT



Formative assessment has the potential to effectively double the speed of learning, but only if it is understood and applied as a process, and not a test. Learn how to unleash the power of teacher teams by facilitating their deep learning and application of a four-step formative assessment cycle, in which teachers: 1) clarify learning targets and success criteria for themselves and their students; 2) infuse formative assessment practices throughout their instruction; 3) analyze formative assessment results frequently and in depth; and 4) provide timely, targeted feedback, reteaching, and extension. Experience activities for building teacher expertise in each of these high-leverage steps for increasing student achievement.

Nancy Love, Research for Better Teaching, Acton, MA, love@rbteach.com

Nina Smith, Research for Better Teaching, Santa Fe, NM, smith@rbteach.com

Robin Whitacre, Idaho Springs, CO, robin@jrwcsi.com

Area of Focus: Data

SATURDAY PRECONFERENCE SESSIONS

DEC. 2, 2017 | FROM 9 AM TO 4 PM

PC 115 | LEADING FOR TRANSFORMATION: LEVERAGING LESSONS FROM A SYSTEMIC CHANGE INITIATIVE



One of the most pressing challenges facing school districts is the effort to transform learning, especially at the secondary level. This process is preceded by capacity-building for teachers because it often calls for improvements in mindset, culture, and pedagogy.

This session will be led by

a classroom teacher, a building-level coach, a central office resource teacher, and a teacher in a hybrid role, thus offering rare prism through which to analyze change.

Beginning from a grounding case study of Baltimore County Public School's initiative for a responsive and student-centered classroom, participants will gain tools, strategies, and perspectives to apply in their local context. We'll engage in targeted learning on leading change initiatives and enacting structures, conditions, and professional learning for teachers to thrive. Finally, participants will be given the opportunity in-session to apply their learning to their own change initiative and receive support and feedback.

Sean McComb, Baltimore County Public Schools, Baltimore, MD, seanmccomb@gmail.com

Jill Snell, Baltimore County Public Schools, Baltimore, MD, jsnell@bcps.org

Emmanuel Andre, Baltimore County Public Schools, Baltimore, MD, eandre@bcps.org

Jordan Birnbaum, Baltimore County Public Schools, Baltimore, MD, jbirnbaum@bcps.org

Area of Focus: Implementation

PC 116 | BUILDING A BLENDED LEARNING PROGRAM FROM THE GROUND UP



Effectively implementing blended learning is a process, not an event. In this session learn not only how to design a successful blended learning program, but also how to refine and improve your program. Leave understanding how to select a blended learning model based

on existing resources, infrastructure, and core challenges; evaluate student, teacher, and technology learning needs when choosing a blended design.

Thomas Arnett, Clayton Christensen Institute, Redwood City, CA, tarnett@christenseninstitute.org

Area of Focus: Technology

PC 117 | MICROSKILLS FOR PRESENTING AND FACILITATING



Increase your effectiveness as a presenter and facilitator. Learn ways to promote your presentations, manage groups, effectively give

directions, scaffold strategies for interesting presentations and effective facilitation. Extend your personal skills and repertoire for delivering important content and navigating group dialogues and discussions.

Carol Brooks Simoneau, Thinking Collaborative, Derby, KS, carolsimoneau@gmail.com

Doreen Miori-Merola, Thinking Collaborative, Syracuse, NY, doreen.merola@gmail.com

Area of Focus: Learning Designs

“ [Learning Forward's Annual Conference] is a great place to learn with and from others who are passionate about the work of leading learning. The people who attend, both presenters and attendees, are fabulous, open to connecting/networking, and live in a learning stance. ”

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SUNDAY PRECONFERENCE SESSIONS

DEC. 3, 2017 | FROM 9 AM TO 4 PM

PC 201 | BECOMING A LEARNING TEAM



Based on the latest book in Learning Forward's "learning series," this session focuses on the actions of the teacher team in the application of

a cycle of continuous learning. The five-stage team learning cycle offers teacher teams the steps toward intentional, collaborative professional learning. Participants will explore case studies and learn ideas and actions that result in learning teams that experience and model high-quality professional learning that is long term, sustained, and standards driven; grounded in a cycle of continuous improvement; and capable of inspiring all to take responsibility for the learning of every adult and student in the school.

Stephane Hirsh, Learning Forward, Dallas, TX, stephanie.hirsh@learningforward.org

Tracy Crow, Learning Forward, Columbus, OH, tracy.crow@learningforward.org

Additional co-presenters:

Contributing writers will serve as additional co-presenters of this session.

Area of Focus: Leadership

PC 202 | DEEP COLLABORATION: WORKING WELL TOGETHER FOR ALL STUDENTS' SUCCESS



Lesson study, job-alike networks, professional learning communities, data-teams, peer reviews: what are the different ways for teachers to collaborate

to improve student learning? Which ones are better or worse than the others? How do teachers collaborate differently across systems, countries and cultures? This engaging session explores Hargreaves and O'Connor's research on collaborative practice in 2 US states and 6 other countries. Work with others to go deeper with your collaborative practice.

Andy Hargreaves, Boston College, Chestnut Hill, MA, andrew.hargreaves@bc.edu

Michael O'Connor, Boston College, Chestnut Hill, MA, oonnooq@bc.edu

Area of Focus: Leadership

PC 203 | MAXIMIZING THE IMPACT OF MICRO-CREDENTIALS



Explore the educator micro-credential ecosystem and how it can be leveraged to personalize learning for professional educators in your school, district, or

state. Learn about the theory of change supporting micro-credentials, examples and lessons learned from the field, and potential incentives for earning micro-credentials. Then, using the Challenge-Based Learning framework, design an implementation plan for micro-credentials to address a specific challenge or need in your school, district, or state.

Jim Beeler, Digital Promise, Washington, DC, jim@digitalpromise.org

Jennifer Cohen Kabaker, Digital Promise, Washington, DC, jennifer@digitalpromise.org

Area of Focus: Technology

PC 204 | COHERENCE AND DEEP LEARNING: LEADING TRANSFORMATION IN SCHOOLS, DISTRICTS, AND SYSTEMS



Leaders who thrive in turbulent, complex times develop learners who can innovate, apply thinking to new situations, and contribute to the betterment

of humanity. Explore a coherence framework for building your team's capacity to deepen student learning. Consider the right drivers for leading coherent change: Focusing direction that gets you into the game; cultivating collaborative cultures to provide a pathway for change; deepening learning as the core strategy for affecting student learning; and securing accountability that is essential to measure growth and answer to yourselves and the public. This interactive session will use video, simulations, and case examples to examine strategies for developing learning cultures that support whole-system change. Drawing upon exemplars, the session will feature insights into innovation that transforms learning and leadership.

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

Joanne Quinn, Quinn Consultants, Toronto, ON, joanne.quinn@rogers.com

Area of Focus: Leadership

SUNDAY PRECONFERENCE SESSIONS

DEC. 3, 2017 | FROM 9 AM TO 4 PM

PC 205 | THE MYTHBUSTERS GUIDE TO EDUCATIONAL RESEARCH



What do we know, and how do we know it? This interactive session will consider the use of alternative educational research methods

and explore how educators' beliefs can be reinforced or undermined by a rigorous multi-method approach to the research. Explore a variety of methods, including quantitative analysis, case studies, qualitative methods, meta-analyses, and syntheses of meta-analyses. Engage in a case study addressing a problem of practice through the lens of alternative research methods. The session will explore how participants can become better advocates for the best available research and, along the way, be willing to challenge some of the prevailing myths of education.

Doug Reeves, Creative Leadership Solutions, Boston, MA, douglas.reeves@creativeleadership.net

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

Area of Focus: Data

PC 206 | IGNITING THE LEARNING ENGINE: ACCELERATING TEACHER EFFECTIVENESS AND STUDENT GROWTH THROUGH "CONNECTED PROFESSIONAL LEARNING"



With the introduction of rigorous college and career-ready standards like Common Core, teachers must radically improve student learning

and their own professional growth. Findings from PISA, Learning First, and others included clarity on what strong professional development looks like in practice, but few U.S. systems have effectively tackled the challenge.

However, some systems are dramatically improving instruction and student achievement by fundamentally re-thinking the basic structures for teacher professional learning. With support from the Bill & Melinda Gates Foundation, ERS has studied not only what is happening in these systems, but also how system leaders have re-organized scarce resources to enable high-impact "connected professional learning."

David Rosenberg, Education Resource Strategies, Watertown, MA, drosenberg@erstrategies.org

Genevieve Green, Education Resource Strategies, Watertown, MA, ggreen@erstrategies.org

Area of Focus: Resources

PC 207 | GUIDING TEAMS TO EXCELLENCE WITH EQUITY



Despite well-intentioned efforts, schools continue to suffer from persistent inequities. Move beyond good intentions by developing what it takes

to guide the transformation of a school or district into one that is inclusive, equitable, and excellent for students in all demographic and identity groups. Explore the shift in mindset required to achieve excellence with equity. Increase your effectiveness as a culturally proficient facilitator of professional learning and organizational change.

John Krownapple, Howard County Public Schools, Fulton, MD, john_krownapple@hcpss.org

Franklin Campbell Jones, Campbell Jones & Associates, West Friendship, MD, fcampbelljones1@gmail.com

Area of Focus: Equity

PC 208 | MAKING DECISIONS WITH DIFFERENT KINDS OF STUDENT ASSESSMENT DATA



Increase your effectiveness in using data to make decisions about instruction, professional development, and resource allocation. Examine different kinds of data available in schools, focusing on a framework for considering the relationships

among different kinds of student achievement data because understanding the balance among different kinds of data is critical to good decision making. Experience a process for moving from reviewing data to framing questions to making decisions about potential solutions. Finally, examine a process for evaluating the impact of these decisions to inform continuous improvement.

Participants are invited to bring their own school data (on paper or in digital format) so that teams can work with their own data.

Susan M. Brookhart, Duquesne University, Helena, MT, susanbrookhart@bresnan.net

Area of Focus: Data

SUNDAY PRECONFERENCE SESSIONS

DEC. 3, 2017 | FROM 9 AM TO 4 PM

PC 209 | BETTER CONVERSATIONS: THE BELIEFS AND HABITS THAT HELP ANYONE DRAMATICALLY IMPROVE AS A COMMUNICATOR



Much of our joy and sorrow in life, and our success and failure at work, are the direct result of our relationships. Our relationships flourish or fail depending on how well we communicate. Learn how to listen and communicate with empathy, find common bonds, and build emotional connections. Develop the beliefs and habits that lead to better conversations and more life-giving conversations.

Jim Knight, Instructional Improvement Group, Lawrence, KS, jknight@ku.edu

Area of Focus: Leadership

PC 210 | FACILITATION AND PRESENTATION STRATEGIES THAT IMPROVE ADULT LEARNING



Explore practical strategies that support leaders in creating collaborative professional learning processes through more effective facilitation and

presentation skills. Improve the quality of meetings and decision-making on your teams by exploring strategies and tools for designing effective agendas; preparing and following norms; designing adult learning experiences; having difficult conversations; and overcoming resistance.

Valerie Mitrani, Center for Advancement of Jewish Education Miami, Miami, FL, valeriemitrani@caje-miami.org

Julie Lambert, CAJE Miami, Pinecrest, FL, julie.lambert@learningforward.org

Area of Focus: Learning Designs

PC 211 | FORMATIVE ASSESSMENT IN THE BRAIN-COMPATIBLE CLASSROOM



Whether they are called multiple intelligences or gifts, students come to class with many different ways of knowing. Gain strategies that help move you from deciding what you want students to know and be able to do to knowing when they have mastered essential learning. Consider both traditional and more authentic forms of assessing a student's way of knowing; leave with product ideas and strategies for assessing student learning

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

Area of Focus: Data

PC 212 | SUPPORTING TEACHER LEADERSHIP SYSTEMS FOR TRANSFORMATIVE RESULTS



Teacher leadership is an innovative idea for leveraging the capacity within schools to drive professional development, fill leadership pipelines, diversify career pathways, and build collective efficacy. But how do you turn those ideas into impact?

Learn research-based approaches to design and support teacher leadership aligned with—rather than separate from—other leadership efforts. Experience guided practice in using tools to plan for, assess, and communicate about teacher-led work to fuel continuous improvement and show return on investment. Hear how districts are using these processes and tools to improve teaching, learning, and leadership and leave with a plan to transform your teacher leadership work.

Alesha Daughtrey, Center for Teacher Quality, Carrboro, NC, adaughtrey@teachingquality.org

Area of Focus: Leadership

PC 213 | LET'S TALK ABOUT IT: HOW TO FACILITATE MATH CONVERSATIONS THAT IMPROVE LEARNING AT ALL LEVELS OF THE SYSTEM



Have you seen the avalanche of books, articles, and research reports advocating the importance of student discussion in the mathematics class? Are you finding that many of the teachers in your school are willing to increase student discourse but they don't know how to? Or perhaps they believe that student discussion will slow them down so they can't cover the curriculum? If these questions sound like challenges you face at your school or in your district, then join us for a day-long exploration into how to deepen and expand the kinds of conversations that improve learning for students and teachers. Examine how to generate robust discourse among adults and students. Understand that how educators and students talk with and listen to one another in math class lies at the core of improved learning. Using video clips of classes in different grade levels and at varying stages of development, analyze and consider ways to improve mathematics teaching and learning through talk.

Lucy West, Metamorphosis Teaching Learning Communities, New York, NY, lucy@lucywestpd.com

Area of Focus: Learning Communities

SUNDAY PRECONFERENCE SESSIONS

DEC. 3, 2017 | FROM 9 AM TO 4 PM

PC 214 | FROM DOING PROTOCOLS TO USING THEM



Using protocols in schools isn't a new concept, but it has become more commonplace in the past few years. Unfortunately, many users of protocols have been protocolled in a district or school gathering and the residual effect isn't positive or productive. Experience well-facilitated protocols and leave with the necessary skills to match the purpose with the protocol to better serve the group's needs.

Thomas Van Soelen, Van Soelen & Associates, Lawrenceville, GA, tmvansoelen@gmail.com

Area of Focus: Learning Designs

PC 215 | ADVANCING PROFESSIONAL LEARNING: LESSONS, UPDATES, AND NEXT STEPS FROM THE STUDY OF PROFESSIONAL LEARNING IN CANADA



Join us as we continue the conversation and provide updates related to the study of the status of professional learning in Canada, which was launched during the 2016 Learning Forward Conference in Vancouver. Explore details of some promising practices we found around



the country. Engage with a panel of practitioners from Canadian jurisdictions to hear about their challenges and successes of professional learning. Learn how jurisdictions and educational organizations around North America and beyond are engaging with our report. Share your own stories of opportunity and consider how this research can inform the future of professional learning in your own context.

Carol Campbell, OISE, University of Toronto, Toronto, ON, carol.campbell@utoronto.ca

Pamela Osmond-Johnson, University of Regina, Regina, SK, osmondjp@uregina.ca

Brenton Faubert, University of Western Ontario, Toronto, ON, brenton.faubert@uwo.ca

Audrey Hobbs Johnson, Learning Forward, North Vancouver, BC, audreyhj@shaw.ca

Area of Focus: Emerging Issues

PC 216 | ASSESSING THE IMPACT AND COHERENCE OF YOUR PROFESSIONAL LEARNING



Strengthening the measurement of the impact of professional learning and increasing its coherence and relevance are essential to a comprehensive professional learning system. Assess the current state of your professional learning system and learn

to make decisions based on impact measures and evidence that can lead to abandoning those initiatives that distract or dilute focus. Consult with members of the Redesign PD Community of Practice who have been working on these specific problems and explore possible goals as you reimagine the possibilities.

Nick Morgan, Learning Forward, Boston, MA, nick.morgan@learningforward.org

Area of Focus: Learning Communities

PC 217 | CREATING MASTERPIECES: ART OF DESIGN THINKING FOR EDUCATORS



Implement high-impact systems and site-based reforms by listening first and designing second. Experience the power and transformative potential of Design Thinking (Empathize, Define, Ideate, Prototype, Test) in a simulation designed to help internalize design mindsets and processes. Innovate applications for your district/site by learning how LBUSD applies design principles to key district initiatives and lessons learned along the road to adaptive change.

Nader Twal, Long Beach Unified School District, Long Beach, CA, ntwal@lbschools.net

Amy Pendray, Long Beach Unified School District, Long Beach, CA, apendray@lbschools.net

Jennifer Crockett, Long Beach Unified School District, Long Beach, CA, jcrockett@lbschools.net

Area of Focus: Implementation

“ I walked away with things I can use in my classroom and department right now. ”

REGISTRATION INFORMATION

ORLANDO, FL | DEC. 2-6, 2017

WALT DISNEY WORLD SWAN AND DOLPHIN RESORT

www.learningforward.org/conference
#learnfwd17

REGISTRATION RATES	MEMBER EARLY-BIRD RATE	NONMEMBER EARLY-BIRD RATE
SATURDAY, DEC. 2	\$185	\$197
SUNDAY, DEC. 3	\$185	\$197
MONDAY, DEC. 4	\$180	\$192
TUESDAY, DEC. 5	\$180	\$192
WEDNESDAY, DEC. 6	\$180	\$192

Rates shown in the chart already include the discount of \$15 per day.

REGISTRATION POLICIES AND PROCEDURES

To register for Learning Forward's 2017 Annual Conference, please visit www.learningforward.org/conference.

Fees for Saturday and Sunday include lunch, materials, and program attendance. Fees for Monday and Tuesday include breakfast, lunch, general session program, morning sessions, afternoon sessions, and materials. Wednesday's fee includes brunch, general session program, morning sessions, afternoon sessions, and materials.

REGISTRATION DISCOUNTS

Learning Forward members receive discounted registration. Join, renew, or upgrade your membership and attend the conference at the member rate.

If your registration is submitted on or before June 30, 2017, you will receive an early bird discount of \$15 per day.

HOTEL:

Walt Disney World Swan and Dolphin Resort
1500 Epcot Resorts Blvd.
Lake Buena Vista, FL 32830

ROOM RATES:

\$199.00 Single

\$199.00 Double

\$224.00 Triple

\$249.00 Quad

PARKING ON PROPERTY:

\$20.00 / day self parking

\$28.00 / day valet parking

NOTE: Complimentary scheduled transportation to all Walt Disney World Theme Parks, attractions, and Disney resorts.

Reservation Link: <http://www.swandolphin.com/groupres/LF17>

**SAVE \$15
PER DAY —
REGISTER BY
JUNE 30**

SAVE THE DATE!
DEC. 2-6, 2017

The Orlando connection.



Connect with worldwide leaders in the education field during communal meals and other networking events. Explore the exhibits and find the latest tools, and discover technologies to facilitate professional learning. Experience exciting keynotes by Fernando Reimers, Kaya Henderson, and Hahrie Han. Gain exposure to the latest thinking from Carol Campbell, Stephen Fink, Andy Hargreaves, and Tom Guskey.

Keynote speakers and Thought Leaders make connections happen.



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