



All learners,
many perspectives,
one community.

2018 LEARNING FORWARD ANNUAL CONFERENCE

DEC. 1-5, 2018 | THE GAYLORD TEXAN RESORT & CONVENTION CENTER
IN GRAPEVINE, TEXAS



CONFERENCE PREVIEW

EARLY BIRD RATES **END JULY 31!**

Dallas

DALLAS | *learningforward*
2018 **ANNUAL**
CONFERENCE
DEC. 1-5, 2018

conference.learningforward.org | #learnfwd18

**Registration
now open!**

.....
SAVE \$25 PER DAY —
REGISTER BY **JULY 31**



THE GAYLORD TEXAN RESORT & CONVENTION CENTER | GRAPEVINE, TEXAS

MAKE PLANS
TO ATTEND
THE **2018**
LEARNING
FORWARD
**ANNUAL
CONFERENCE**

DEC. 1-5, 2018

DALLAS | *learningforward* 
**2018 ANNUAL
CONFERENCE**
DEC. 1-5, 2018

#LEARNFWD18

Registration now open!

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.

...and gain valuable connections, tools, learning opportunities, and strategies.

WHO SHOULD ATTEND:

- Central office administrators
- Superintendents
- Policymakers and decision makers
- Teacher leaders/coaches
- School-based teams
- Principals/assistant principals
- Higher education faculty and staff
- State/regional agency personnel
- Technical assistance providers
- Graduate students

WHY YOU SHOULD ATTEND:

- Shared meals are included to foster camaraderie and networking
- Thought-provoking keynotes and distinguished lectures
- Preconference sessions that provide extended time for learning
- Reserved space in ticketed sessions without the cattlecall experience
- Leading practitioners sharing 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

#LearnFwd18

96%

OF RESPONDENTS REPORT THAT THEY LEAVE THE CONFERENCE WITH IDEAS THEY WILL IMPLEMENT OR APPLY.

96%

OF RESPONDENTS AGREED THAT THE PRECONFERENCE OR CONFERENCE SESSIONS WERE PERTINENT AND USEFUL FOR THEIR PRACTICE

93%

OF RESPONDENTS AGREED THAT THEY EXPERIENCED A SENSE OF COMMUNITY AT THE CONFERENCE

CONFERENCE OVERVIEW

SAT | DEC 1

Preconference sessions

Academy 2019-2020 sessions

Networking lunch

SUN | DEC 2

Preconference sessions

Networking lunch

Welcome reception / affiliate networking

MON | DEC 3

Conference overview & First Timer's Orientation

Over 100 concurrent sessions

Thought Leader lectures

General session with keynote

Sit-down lunch

Reception hosted by conference sponsors

TUE | DEC 4

Learning Forward Foundation Gratitude Walk

Roundtable topic sessions

Technology Connection roundtables

Networking sessions and MeetUps

FastForward (PechaKucha-Style) sessions

Over 100 concurrent sessions

Thought Leader lectures

General session with keynote **Glenn Singleton**

Sit-down lunch

Sponsor Showcase sessions

Business meeting

WED | DEC 5

General session with keynote **Margaret (Meg) Wheatley**

Brunch

Over 80 concurrent sessions

**EARLY BIRD
RATES END
JULY 31!**

CHOOSE FROM MORE THAN 300 CONCURRENT SESSIONS addressing the most pressing issues for education leaders, including

- professional learning to support curriculum and instructional materials,
- personalized and competency-based learning,
- improving instruction,
- social-emotional learning,
- culturally responsive pedagogy,
- applying data-driven decision making,
- understanding professional development redesign,
- developing leadership capacity,
- facilitating and designing adult learning,
- supporting new teachers and principals,
- implementing effective school improvement,

and much more.

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

ENGAGE WITH A COMMUNITY OF LEARNERS comprised of education leaders and policy makers willing to share expertise on creating and sustaining excellent teaching and learning every day.

KEYNOTE SPEAKERS

TUESDAY

GLENN
SINGLETON



Tuesday, December 4, 2018

GLENN SINGLETON

@courageousdove | #CourageousConversation

Courageous Conversation: Twenty-Five Years Talking Race & Improving Schools

Glenn Eric Singleton has devoted over thirty years to constructing racial equity worldwide and developing leaders to do the same. He is the author of *Courageous Conversations About Race* books; creator of a protocol for sustained and deep interracial dialogue; and facilitator of Beyond Diversity, a curriculum that teaches people how to talk about race and address racial disparities. As founder and president of Pacific Educational Group, Inc., Singleton has created an agency that has developed racially conscious leaders in a variety of sectors: education, government, business, law enforcement, and community organizing among them. In September 2015, the United States Embassy selected PEG to guide law enforcement leaders throughout Western Australia. In March 2016, Singleton launched the first Institute for Courageous Conversation in Auckland, New Zealand. Singleton's passion for equity flows to and through his civic life as well. He is the founder of the Foundation for a College Education of East Palo Alto, California, an agency responsible for the collegiate admission and graduation of hundreds of students. Accolades for his work include The 100 Black Men of the Bay Area Community Service Award in 2015 and The Eugene T. Carothers Human Relations Award in 2003. Singleton earned his B.A. from the University of Pennsylvania and his M.A. from Stanford University.

WEDNESDAY

MARGARET
(MEG)
WHEATLEY



Wednesday, December 5, 2018

MARGARET (MEG) WHEATLEY

Claiming Leadership as a Noble Role

Margaret Wheatley writes, teaches and speaks about how we can use our power and influence and willingly step forward to serve in troubling times. Her primary work since 2014 has been to train experienced leaders in the skills they need to stay present, discerning, and compassionate in the midst of difficult situations. Her vision is to reclaim leadership as a noble profession that creates possibility and humaneness in the midst of increasing fear and turmoil.

Since 1973, Meg has taught, consulted, and advised an unusually broad variety of organizations. Her clients and audiences range from the head of the U.S. Army to twelve-year-old Girl Scouts, from CEOs and government ministers to small town ministers, from large universities to rural aboriginal villages. All of these organizations and people wrestle with a very difficult dilemma—how to maintain their integrity, motivation and effectiveness as they cope with the relentless upheavals and rapid shifts of today.

Since 1992, she has published nine award-winning books. Her newest book (June 2017) is *Who Do We Choose To Be? Facing Reality | Claiming Leadership | Restoring Sanity*. Using new science, history, and social critiques, she details where we are as a global culture, and the choices we have to make as leaders, summoning us to be warriors for the human spirit.

Monday's keynote speaker to
be announced at a later date.

THOUGHT LEADERS

(as of May 9, 2018)

**ERIC
HIRSCH**
EdReports



**STEPHANIE
HIRSH**
Learning
Forward



**LILLIAN
LOWERY**
The Education
Trust



**TOM
ARNETT**
Clayton
Christensen
Institute



Watch your mailbox this summer for the full conference program, which will include more information on thought leaders, keynote speakers, and concurrent sessions.



SATURDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM

PC101



Using Collaborative Inquiry to Accelerate Culturally Responsive Practices

Schools are concerned about the chronic nature of achievement gaps for traditionally marginalized students. To address this concern, join this session to develop understanding about how to use a collaborative inquiry process to implement culturally responsive practices that leverage students' cultural and linguistic assets. Examine case studies using the Collaborative Analysis of Student Learning, a professional learning process, and the Ready for Rigor framework, an instructional guide to accelerate diverse students' information processing skills.

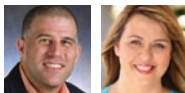
Amy Colton, Center for Collaborative Inquiry, Ann Arbor, MI, acolton2@gmail.com

Zaretta Hammond, El Sobrante, CA, zhammond@ready4rigor.com

Area of Focus: Equity

Topics: Collaborative Inquiry, Culturally Responsive Pedagogy

PC102



Instructional Materials, Professional Development, and Leading the Change You Need

Every student deserves high quality instruction and instructional materials; however, less than 20 percent of teachers strongly agree that their materials are aligned to standards. This session will build the capacity of district and school leaders to develop and lead a coherent instructional materials adoption and implementation process that prioritizes educator professional learning and educator voice. Participants will learn about new research about why instructional materials matter for student and teacher success, explore the best practices from districts and schools across the country, and apply learning and planning tools to their local contexts.

Eric Hirsch, EdReports, Durham, NC, EHirsch@edreports.org

Shanna Estep, EdReports, Fresno, CA, sestep@edreports.org

Area of Focus: Instructional Materials/Curriculum

Topics: Instructional Leadership, Open Education Resources/Practices (OER/OEP)

PC103



Making it Stick: Ensuring Innovations Last

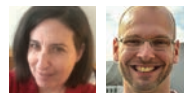
Many of our efforts in developing more effective schools are focused, incorrectly, on just the beginning of the changes. Learn how to build in professional learning and leadership strategies so the innovations actually last and are institutionalized. See how to create the culture and conditions to promote lasting motivation and deep implementation of the practices that will lead to student growth!

Michael Murphy, Learning Forward, San Antonio, TX, mike.murphy@learningforward.org

Area of Focus: Implementation

Topics: Adult development and learning, Change Management

PC104



Applying Evidence-Centered Design to Develop Performance Tasks

As educators, we are interested in designing hands-on, minds-on learning through well-designed, problem-based learning tasks. But how do we make that happen in ways that make the data from student performances useful for us and our students in determining next steps in the learning process? In this make it/take it session, after a brief introduction to evidence-centered design and practical tools for using this approach to design tasks, participants will collaborate to design problem-based learning tasks. Participants are encouraged to bring materials so application of skills introduced can lead to development of tasks for actual use with current/future students.

Bonnie Hain, Centerpoint Education Solutions, Washington, DC, bhain@cpeducation.org

Kevin Bruney, Centerpoint Education Solutions, Phoenix, AZ, kbruney@cpeducation.org

Area of Focus: Data

Topics: Deeper Learning, Formative Assessment Practices

SATURDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM



Becoming a Learning Principal

When principals learn, teachers learn. According to Paul Manna, William & Mary, (2015) principals, through their actions, strongly shape the culture that inspires teachers to stay and can be powerful multipliers of effective teaching and leadership practices in schools. Participants will explore strategies principals use for becoming advocates for their own learning, building communities of learners in a cycle of continuous improvement, giving precise feedback and distributing leadership. In addition, they will explore the role of district leaders in building a learning agenda for principals and engaging them in a community of learners. This session will be based on the new Learning Forward book, *Becoming Learning Principals* by Kay Psencik and Fred Brown.

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

Stephanie McBride, Clear Creek ISD, League City, TX,
SSMCBRID@ccisd.net

Area of Focus: Leadership

Topics: Instructional Leadership, Leadership Development



Social Emotional Health: A Classroom Game Changer

A solid understanding of social emotional health is the one thing no educator can afford to ignore. Engage with other participants and the presenters in a workshop to develop an understanding of the definition of social-emotional health. Examine easy-to-grasp concepts in neuroscience to understand what is happening in students' brains and how to use that information to enhance learning. Walk away with simple, tangible strategies that you can implement immediately.

Karen Norris, Momentous Institute, Dallas, TX,
knorris@momentousinstitute.org

Rhonda Vincent, Momentous Institute, Dallas, TX,
rvincent@momentousinstitute.org

Area of Focus: Equity

Topics: Culture and Climate, Social Emotional Learning/Health (SEL/SEH)



Creating a Common and Actionable Mathematics Vision

Do you want to bridge the gap between the current state of mathematics instruction and your vision for success for all students? Meaningful change is a team effort and Innovation Configuration (IC) maps can serve as tools to support the work of instructional leaders in their efforts to promote deep mathematical understanding in students. Learn about ways IC maps, rooted in research-based mathematics teaching practices, can provide opportunities for purposeful reflection on progress, inform action plans based on teacher and student learning needs, and support dialogue and ongoing learning designed to build a stronger instructional program.

Katey Arrington, Charles A. Dana Center at the University of Texas at Austin, Austin, TX, katey.arrington@austin.utexas.edu

Shelly LeDoux, Charles A. Dana Center at the University of Texas at Austin, Austin, TX, shelly.ledoux@austin.utexas.edu

Area of Focus: Implementation

Topics: Mathematics, Change management



NexGen TIME: A Toolkit for Instructional Materials Evaluation Focused on Professional Learning for Next Generation Science

Learn about a suite of tools and processes designed to help you select and support the enactment of instructional materials for next generation science. Engage with other participants as a mock selection committee to learn to analyze instructional materials based on important "look-fors" in high-quality instructional materials. Dig into resources that support leaders, first, in preparing for the selection process and, then, planning to monitor and support the effective use of materials in classrooms.

Jody Bintz, BSCS Science Learning, Council Bluffs, IA, jbintz@bscs.org

Area of Focus: Instructional Materials/Curriculum

Topics: Data-driven decision making, Models of professional learning

SATURDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM

PC109



Fundamentals of Professional Learning -Tips, Tools and Techniques

Professional learning that improves educator effectiveness is fundamental for the continuous improvement of teaching and learning. Research suggests that engaging professional learning should be designed for transfer into classroom instruction and learning for students. To help connect teaching and learning, today's leaders of adult learning need a specific skill set. Join this highly interactive session to examine the attributes of result-driven professional learning while you apply tips and gain tools for engaging the adult learner.

Diana Ely, Northside ISD, San Antonio, TX, diana.ely@nisd.net

Janet Swan, Learning Forward Texas, Kennedale, TX, jdswan51@gmail.com

Area of Focus: Learning Designs

Topics: Adult development and learning, Facilitation

PC110



Energizing Schools: Teach Students to Ask Questions

Experience the Question Formulation Technique (QFT), a simple, powerful strategy to teach students to ask their own questions. In this hands-on, active learning session, master this powerful technique for immediate classroom use and for effective professional learning. Collaborate with experienced school leaders and educators from across the country to plan how you can easily integrate this strategy to drive inquiry, greater engagement, and deeper learning for both students and educators.

Sarah Westbrook, The Right Question Institute, Cambridge, MA, sarah.westbrook@rightquestion.org

Terese D'Amico, North Olmstead Public Schools, North Olmstead, OH, Terese.DAmico@nocseagles.org

Teresa Diaz, Northeast ISD, San Antonio, TX, tdiaz4@neisd.net

Todd Poole, Kent City Schools, Kent, OH, ke_tpooe@kentschools.net

Area of Focus: Outcomes - Educator and Student Learning

Topics: Collaborative inquiry, Integrating student or teacher voice

PC111



Coaching, Planning, and Video Artifacts: Within a System

Planning for instruction and conferring are at the heart of content-focused coaching—the time during which two professionals collaboratively study artifacts of practice to glean insights that advance pedagogy. Join us to study key coaching practices that lay the groundwork for deep and specific planning conferences. Video artifacts, for example, ground coach and teacher dialogue in compelling evidence for planning and decision making. Explore tools and processes that leverage video for deeper reflection. Examine three data-driven practices to learn how the administrator can serve as a critical agent in shaping the learning /inquiry stance among teachers, thereby making coaching possible.

Deana Zook-Howell, Institute for Learning, Pittsburgh, PA, Dkz5@ifl.pitt

Rosita Apodaca, Institute for Learning, Pittsburgh, PA, Rea4@pitt.edu

Victoria Bill, Institute for Learning, Pittsburgh, PA, vbill@pitt.edu

Area of Focus: Resources/Technology

Topics: Feedback and Observations, Technology for professional learning

PC112



From Doing Discussion Protocols to Using Them

Using discussion protocols in schools isn't a new concept, but it has become more common place in the past five years. Unfortunately, many users of protocols have been "protocoled" in a district or school gathering and the residual taste in their mouth is neither positive nor productive. This interactive session positions participants to experience well-facilitated discussion protocols, leaving with the necessary skills to better match a purpose to protocol to serve the group's needs.

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

Michael Griffin, Northwest ISD, Justin, TX, mgriffin@nisdtx.org

Shawna Miller, Lewisville ISD, Lewisville, TX, millersh@lisd.net

Nelson Orta, Garland ISD, Garland, TX, norta@garlandisd.net

Kerise Ridinger, Lewisville ISD, Lewisville, TX, ridingerk@lisd.net

Area of Focus: Learning Communities

Topics: Facilitation, Leadership Development

SATURDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM

PC113



Dispositions for Effective Education Leaders

Explore dispositions known as “habits of mind” and their role in the development of leaders and their capacity. Learn about connections between habits of mind and neurosciences. Apply these dispositions in decision making related to personally generated challenges.

Michele De Bellis, Institute for Habits of Mind, Leander, TX, michele.debellis@gmail.com

Area of Focus: Leadership/Advocacy

Topics: Adult development and learning

.....

This was perhaps the best professional learning I have received in over a decade! Well done Learning Forward - I am now a member and look to your organization for my future goals as an educator. A renewed sense of excitement regarding my role (as an instructional coach)! Thank you! -
2017 Conference Attendee

PC114



Professional Learning to Drive Transformation Design Studio

In this interactive design session, we get to rethink what educator learning should look like to support transformation and movement toward next-generation learning. Engage with other participants to dive deeply into rethinking the how, why, and what of professional learning, as well as the enabling conditions. Then work together to design your next-generation professional learning system, complete with prototypes to get started.

Adam Rubin, 2Revolutions, Burlington, VT, adam@2revolutions.net

Ali Brown, 2Revolutions, Burlington, VT, ali@2revolutions.net

Andy Calkins, Next Generation Learning Challenges, Gloucester, MA, [@AndrewCalkins](https://twitter.com/AndrewCalkins)

Antonia Rudenstine, reDesign, Boston, MA, antonia@redesignu.org

Area of Focus: Learning Designs

Topics: Comprehensive System Improvement/Reform, Technology for professional learning



SUNDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM

PC201



Becoming a Learning Team

Based on the latest book in Learning Forward's "learning series," this session focuses on the actions of the professional learning team in the application of a five-stage cycle of continuous learning. Participants will explore case studies and learn about ideas and actions that support the development of learning teams that experience and model 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. Authors Stephanie Hirsh and Tracy Crow, will be available for a special book signing.

Kelly Baugh, Fairfax County Public Schools, Fairfax, VA, khbaugh@fcps.edu

Gretchen Polivka, Fairfax County Public Schools, Fairfax, VA, glpolivka@fcps.edu

Dwayne Young, Fairfax County Public Schools (retired), Fairfax, VA, dayoung14330@gmail.com

Area of Focus: Learning Communities

Topic: Continuous Improvement Cycle

PC202



Introduction to Courageous Conversation and Systemic Equity Transformation in Schools

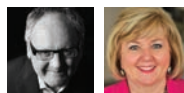
When district leaders develop deeper understanding of the omnipresent impact of race on their personal, professional and organizational lives, and effectively act on their newfound understandings, lasting change begins. Systemic transformation through a lens of equity is grounded in intentional efforts to create and sustain a culture in which all stakeholders, especially those of Black, Brown and Indigenous descent, discover and produce through their most brilliant and empowered selves. Participants will be introduced to Courageous Conversation, its Protocol and Framework for Systemic Transformation for Racial Equity in schools and beyond.

Glenn E. Singleton, Pacific Educational Group, San Francisco, CA, gsingleton@courageousconversation.com

Area of Focus: Equity

Topics: Cultural/Gender/Racial Equity, Leadership Development

PC203



Leading Coherence for Deep Learning

Leaders who thrive in turbulent, complex times bring people and ideas together to develop learners who can innovate, apply thinking to new situations, and contribute to the betterment of humanity. Explore a coherence framework that provides a dynamic, customizable pathway to build the capacity of your team to deepen student learning. Consider the right drivers for leading coherent change:

- Focusing direction to build collective purpose;
- Cultivating collaborative cultures that provide the pathway for change;
- Deepening learning as the core strategy for impacting student learning; and
- Securing accountability that is essential to measure growth and be accountable to yourselves and the public.

Join this highly interactive session, which uses video, simulations, vignettes, and case examples, to explore deep learning and strategies to develop cultures of learning for whole system change. By examining rich exemplars, you will gain insights into innovation for transforming learning and leadership.

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

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

Area of Focus: Leadership

Topics: Distributed/Shared Leadership, Change management

.....

This was the first conference in a long time that I left feeling like I had grown professionally. Often times conferences are full of "infomercials" for products but don't provide me with knowledge and skills that I can implement immediately. Thank you for challenging my thinking and inspiring me! - *Dawn Spurlock*

SUNDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM

PC204



Top 5 Things to Know When Observing and Coaching for the Standards and Shifts

What are the most common questions leaders and coaches ask about engaging in classroom observations in mathematics? Gain insights from the UnboundEd team, which has led immersive trainings with educators from around the country. Hear about the top five things keeping school leaders up at night when it comes to observation and coaching related to the standards and shifts. Learn how to add more meaning to the observation process by better understanding what's important and where to focus. Following the panel discussion, use a classroom video to practice observing and coaching the shifts and standards-aligned instruction.

Lacey Robinson, UnboundEd, Waldorf, MD,
lacey.robinson@unbounded.org

Lakisha Covert, UnboundEd, Waldorf, MD,
lakisha.covert@unbounded.org

Area of Focus: Instructional Materials/Curriculum

Topics: Instructional leadership and supervision, Leadership Development

I think the conference was fantastic. As a first timer, I was impressed with the level of organization and inclusion, from registration to finding a seat in the very large general sessions. The presenters were exemplary, the location was lovely, and I enjoyed spending time with so many like-minded colleagues. I was beyond pleased with the conference from start to finish and absolutely hope to attend again in the future. - *Kristin Roy*

PC205



Assessing Impact: Design evaluations for high-impact professional learning programs

With increasing accountability pressure for evidence-based strategies and ever-tightening budgets, district and school leaders want to make sure that their investments of time, effort, and resources in professional learning result in educator effectiveness and student achievement. In this session participants will initiate a step-by-step process for evaluating professional learning that provides critical data for ongoing improvement in and increasing results from educator learning programs. In addition, they will gain understanding of the critical role of evaluation in bolstering the effectiveness of professional learning and retaining stakeholder support for continuous educator development. Participants will leave empowered to produce more powerful, data-driven professional learning programs that benefit students and educators.

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

Area of Focus: Implementation

Topics: Evaluation and Impact

PC206



Better Conversations

Much of our joy and sorrow in life as well as our success and failure at work are direct results 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 and more life-giving conversations.

Jim Knight, Instructional Improvement Group, North Loup, NE,
jim@instructionalcoaching.com

Area of Focus: Leadership

Topics: Leadership development, Culture and climate

SUNDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM

PC207



Using Technology to Impact Teachers and Students

Join us for hands-on learning that will help you see technology as an underutilized tool to improve teacher practice and student outcomes. Learn practical ways to assess current learning so you can start building a roadmap for progress. Empower teachers and engage students. Be sure to bring your devices (e.g. laptop, Chromebook, smartphone, tablet) fully charged. Leave with great resources that you can share with your staff and peers to make an impact and take student learning to the next level.

Bruce Ellis, TCEA, Austin, TX, bellis@tcea.org

Diana Benner, TCEA, Austin TX, dbenner@tcea.org

Area of Focus: Learning Design

Topics: Technology for professional learning, Formative assessment practices

PC208



How Teacher Leaders Use Data to Drive Decision Making.

An empowered teacher leader recognizes that the foundation of data-driven instruction is the connection between summative data and daily classroom instruction. In this training session, join other teacher leaders to build skills in determining appropriate alignment of standard-based objectives with success criteria. Examine and create high-quality formative assessments aligned with specific instructional objectives. Develop understanding about how student ownership in the assessment process promotes rigorous personalized learning. Leave the session feeling empowered to make informed decisions that impact schoolwide improvement.

Patrice Pujol, National Institute for Excellence in Teaching (NIET), Santa Monica, CA, ppujol@niet.org

Dedra Lee-Collins, National Institute for Excellence in Teaching (NIET), Santa Monica, CA, dcollins@niet.org

Area of Focus: Leadership

Topics: Data-driven decision making; improving instruction

PC209



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

Jane Ellison, Thinking Collaborative, Denver, CO, ccsjane@gmail.com

Area of Focus: Leadership

Topics: Facilitation, Leadership Development

PC210



Becoming a Learning System

Systems can be difficult to describe. All of us know the respiratory system exists, but few can explain its essential roles and responsibilities in sustaining living organisms. Effective learning systems are no less difficult to describe. Join this session, based on the book *Becoming a Learning System*, and focus on the essential attributes of a learning system, roles and responsibilities of key players, strategies for building district- and school-based learning agendas for learning teams, and how systems thrive in a cycle of continuous improvement. Hear how one district made the journey to become— from district leadership to school-based leadership teams—a model system of learning. Learn about the successes and the challenges; leave with strategies you can use to apply to an issue in your own district for which professional learning is an appropriate response.

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

Wendy Robinson, Fort Wayne Community Schools, Fort Wayne, IN, Wendy.Robinson@fwcs.k12.in.us

Area of Focus: Learning Communities

Topics: Continuous improvement Cycles, School Improvement/Reform

SUNDAY PRECONFERENCE SESSIONS | 9 AM – 4 PM



Professional Learning to Promote Teacher and Student Agency: A Teacher-led, Video-based Model

Educators know that collaborative professional learning strengthens instructional practice and enhances student learning, but in reality, collaborative learning does not always lead to improved practice. Join us to explore a transformative professional learning model that uses continuous improvement cycles, teacher-led video study of classroom practice, and student-facing rubrics. Learn key practices to step up site-based collaborative learning, including guidance for how to integrate classroom video and strategies that promote teacher and student agency.

Nancy Gerzon, WestEd, Woburn, MA, ngerzon@wested.org

Area of Focus: Learning Designs

Topics: Models of professional learning, Technology for professional learning



Collective Efficacy: Nine Conversations to Change Schools

Unlock the mystery of collective efficacy by improving the quality of collaborative professional conversations. Learn how to engage teams in nine conversations designed to build collective efficacy and develop the skills needed to build knowledge coherence — an essential measure of success. The true measure of collective efficacy is coherent words and actions that demonstrate how teachers individually and collectively make a difference for students. And that coherence of word and action changes school culture.

Diane P. Zimmerman, Fairfield, CA, dpzimmer@gmail.com

William Sommers, Austin, TX, sommersb4@gmail.com

Area of Focus: Learning Communities

Topics: Culture and climate, Building Collective Efficacy



Formative Assessment in a Brain-compatible Classroom

If you wait until you administer a summative assessment to determine whether students have learned what you are teaching, then you have waited too long! Join this session to learn how to ask higher-level questions that cause students to think deeply. Join other participants to create and assess a list of products and performances to see whether students are learning. Identify the four ways that students can knock the top off of any test.

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

Area of Focus: Data

Topic: Formative Assessment Practices



Leadership Skills for the Deep End of the Pool

No matter what role we play in a school or district, each of us wants to make a difference. Yet, in our interactions we often are left confused and overwhelmed. Participate in this workshop to strengthen your decision-making capabilities, resistance management strategies, and stress tolerance. Leave with cognitive, social, and psychological resources to help you communicate more effectively.

Jennifer Abrams, Jennifer Abrams Consulting, Palo Alto, CA, jennifer@jenniferabrams.com

Area of Focus: Leadership

Topics: Change Management, Leadership Development

Learning Forward's Conference is the only national conference that focuses on the training and coaching of teachers. Over the last six years of annual attendance, we have been able to improve Tier 1 instruction, shared decision-making, morale, school culture, and teacher retention and attrition.
- Angela Silva

REGISTRATION INFORMATION

DEC. 1-5, 2018

GAYLORD TEXAN RESORT & CONVENTION CENTER IN GRAPEVINE, TEXAS

conference.learningforward.org
#learnfwd18

Registration	Member early bird rate	Nonmember early bird rate
Saturday, Dec. 1	\$210	\$230
Sunday, Dec. 2	\$210	\$230
Monday, Dec. 3	\$210	\$230
Tuesday, Dec. 4	\$185	\$210
Wednesday, Dec. 5	\$175	\$200

Rates shown in the chart already include the early bird discount of \$25 per day.

To register for Learning Forward's 2018 Annual Conference, please visit conference.learningforward.org.

WHAT'S INCLUDED?

Fees for Saturday and Sunday include lunch and session materials. Fees for Monday and Tuesday include lunch, general session program, morning sessions, afternoon sessions, and session materials. Wednesday's fee includes brunch, general session program, morning sessions, afternoon sessions, and session materials. All attendees are invited to the Sunday night reception.

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 July 31, 2018, you will receive an early bird discount of \$25 per day.

HOTEL:

Gaylord Texan Resort & Convention Center
1501 Gaylord Trail
Grapevine, Texas 76051 USA
817-778-1000

ROOM RATES:

Deluxe: \$214.00/night



Reservation Link: <https://book.passkey.com/go/LF2018>

2018 LEARNING FORWARD ANNUAL CONFERENCE
SAVE \$25 PER DAY — REGISTER BY JULY 31

SAVE
THE
DATE!

DEC.
1-5,
2018



GLENN SINGLETON



MARGARET WHEATLEY



ERIC HIRSCH



LILLIAN LOWERY



STEPHANIE HIRSCH

..... The Dallas connection.

Connect with worldwide leaders in the education field during communal meals and other networking events. Find the latest tools, and discover technologies to facilitate professional learning. Experience exciting keynotes by Glenn Singleton and Margaret (Meg) Wheatley. Gain exposure to the latest thinking from Lillian Lowery, Tom Arnett, and Michael Fullan.

DALLAS | *learningforward* |
**2018 ANNUAL
CONFERENCE**
DEC. 1-5, 2018

conference.learningforward.org | #LearnFwd18 | 800-727-7288