

HIGHLIGHTED SESSIONS ON EVALUATING PROFESSIONAL LEARNING

Sunday, December 2

9:00 a.m. – 4:00 p.m.

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

Monday, December 3

8:30 a.m. – 11:30 a.m.

1325 | Designing a Validation Process to Stress Test Your Professional Learning Program

Have you ever wondered how your professional learning program design would stand-up during a rigorous review by a panel of outside experts? Learn how LEAP Innovations enlisted help from professional learning experts to validate their core personalized learning program offerings. Leave knowing how the design of the validation process can be applied in your local contexts.

Al Bertani, Erin Figula, Jen Stack LEAP Innovations, **Susan Mundry**, WestED

Monday, December 3

9:30 a.m. – 11:30 a.m.

1208 | Collaborative Inquiry Planning Framework

Learn how to plan professional learning using collaborative inquiry to develop and enhance effective skills and dispositions of education practitioners. Explore how a planning framework can provide a common language and logic-based process for purposefully and respectfully formulating theories of action to address shared problems of practice and evaluating their outcomes. Leave with knowledge of using data to define a problem of practice and the tools and process to address the problems.

Ben Hren, Latifa Hassanali, ACS International Schools

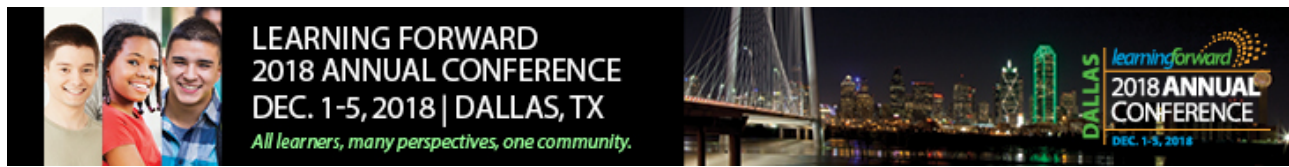
Monday, December 3

2:30 p.m. – 4:30 p.m.

1401 | Using Data to Improve, Empower, and Refine

Use data-informed decision-making to identify and leverage the highest-impact components of a professional learning plan. Learn how Special School District empowers instructional mentors to provide ongoing supports that result in incremental growth of best instructional practices for educators. Move from data to insight as you engage in a simulation guided by artifacts from a new teacher induction program focused on special education teachers. Leave with the ability to transfer applicable professional learning strategies unique to special education teachers to support new educators.

Tina Maksche, Kristin Mestdagh, Special School District St. Louis County, **Victoria Kinzig**, KickUp



HIGHLIGHTED SESSIONS ON EVALUATING PROFESSIONAL LEARNING

1403 | Monitoring Accountability: Staying On Track with Improvement Efforts

Learn about an accountability process that holds administrators responsible for their student data on a regular basis. Reflect on the data protocols you have in place at your school and how they align with your improvement plan. Determine which metrics make the biggest impact on your improvement efforts that will help your school go to the next level. Leave with an evaluation process that reflects your improvement plan and the needs of the school.

Gregory Kibler, Timothy Filipovich, Amanda McGinnis, Krish Mohip, Christine Sawicki,
Youngstown City Schools

1441 | Our Learning Communities Seem Okay, But Who Knows?

Explore a multi-level framework for interpreting the functioning of a learning community that extends and enhances the work of experts in the field. Learn how the framework uses an innovative and nuanced approach to capturing complex relationships and learning within a community. Observe how the multi-level framework can provide invaluable insight into your own learning communities. Leave with knowledge to help you ensure your learning communities are working effectively.

Lisa McCulley, Judy Jennings, Resources for Learning

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2301 | Evaluating Professional Learning: Lessons From Multiple Districts

Hear how six diverse districts joined together in a national community of practice to examine how to evaluate the effectiveness of professional learning. The districts, a range of urban and suburban, from Massachusetts to Oklahoma, participated in the study to learn with and from each other as they engaged in an evaluation of a professional learning program. Examine evaluation of professional learning initiatives from these districts to identify multiple data sources and types. Deepen your understanding of the lessons learned from the collaborative study evaluation and consider how to apply the lessons learned in your own district.

Joellen Killion, Learning Forward, **Juliet Correll,** Frontline Education, **Marguerite Dimgba,** Greece Central School District, **Erin Herbruck,** Shaker Heights City School District, **Margie Johnson,** Metro Nashville School District, **Mary Kathryn Moller,** Jenks Public Schools

2302 | Evaluate/Plan PL with the Standards Assessment Inventory

The Learning Forward Standards for Professional Learning are the keys to high quality professional learning that results in student achievement. Learn how to use the Standards Assessment Inventory2 (SAI2) and Standards into Practice: Innovation Configuration Maps for Standards for Professional Learning to introduce PL standards to leadership and faculty and assess the current level of implementation of the PL standards in your school or district. Analyze actual electronic SAI data and collaborate on either school- or district-level planning decisions based on the SAI data. Refine your data into a school or district continuous improvement plan and understand how to guide leadership and faculty through the design of standards-based, sustainable school and district improvement plans.

Steve Preston, Learning Forward

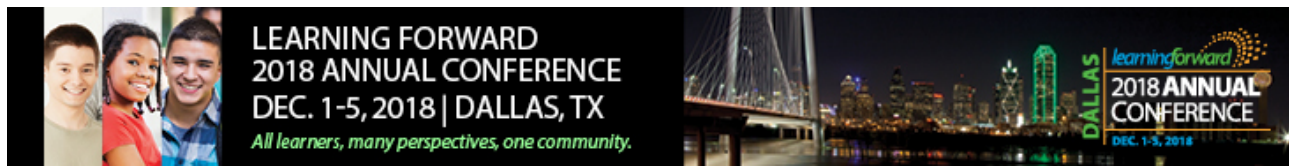
Tuesday, December 4

2:15 p.m. – 3:15 p.m.

SP04 | From Compliance to Insight

Under ESSA, school districts face increased pressure to demonstrate the impact of Title II-A funded professional learning. Learn how a collection of districts are using data on their professional learning to go beyond grant requirements. Discover practical strategies for building teacher buy-in and using formative data to power school improvement initiatives during the year.

Debra Lane, Alexandria City Public Schools, **Jeremy Rogoff,** KickUp, Inc



HIGHLIGHTED SESSIONS ON EVALUATING PROFESSIONAL LEARNING

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2402 | Measuring and Reporting on the Impact of Professional Learning in Early Literacy

By using five critical levels of evaluation, you can improve your district and school's professional learning program, educator practice, and student outcomes. Join us as we share how intentional comprehensive [professional learning planning provided a structure in one district in upstate New York to measure and report on the impact of professional learning in early literacy. Use the district's structures, processes, and tools to identify a problem of practice in your district and generate a plan to trace the impact of your efforts to address that problem.

Francine Grannell, Alyssa Reinhart, Maureen Sweeney, Rhonda Zajac, Syracuse City School District

2405 | Program Design: Creating Deep Impact at Scale

Apply data-informed professional learning models to affect change at scale. Learn how ESC11, a service center supporting 70,000 teachers, used a blended and teacher-led model to improve literacy instruction across seven districts. Determine scalable opportunities to optimize existing resources within their own districts, including identifying and leveraging teacher leaders. Discover strategies to capture and use formative data to ensure successful implementation and increase the efficacy of your teacher trainers.

Renee Agent, Vicki Arrington, Education Service Center (ESC) Region 11, **Victoria Kinzig**, KickUp

Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3324 | Focus on Outcomes First for Effective Implementation

Practice developing clearly articulated outcomes that become the driving force for effective implementation of any initiative by creating a roadmap to reach your intended outcomes. The success of implementing any initiative, project, or change focused on improving teaching and learning is based on the articulation of a clear picture of the intended outcomes. Once the outcome is clear and specific, the actions required to achieve those outcomes have a greater likelihood of being implemented successfully.

Edward Tobia, Retired, **Janice Bradley**, University of Utah

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3229 | Tools for Building Consensus Around High-Quality Professional Learning

Building consensus among teachers, administrators, and district leaders around high-quality professional learning is a complex task. Learn how to use tools and resultant data to select, implement and evaluate high-quality professional learning programming. Leave with research, tools, and perspectives to apply to the development of professional learning in your home schools and districts.

Will Schwartz, Revere Public Schools, **Michael Meadows**, Prince George's County Public Schools, **Mark Teoh**, Teach Plus

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on **Evaluating Professional Learning.**