LEARNING FORWARD 2018 ANNUAL CONFERENCE
DEC. 1-5, 2018 | DALLAS, TX
All learners, many perspectives, one community.

DALLAS
learningforward
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HIGHLIGHTED SESSIONS ON EVIDENCE-BASED PRACTICES

Saturday, December 1   **9:00 a.m. – 4:00 p.m.**

PC104 | Applying Evidence-Centered Design to Develop Performance Tasks
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. Bring materials so application of skills introduced can lead to development of tasks for actual use with current/future students.
Bonnie Hain, **Kevin Bruney**, CenterPoint Education Solutions

Monday, December 3   **8:30 a.m. – 11:30 a.m.**

1325 | Designing a Validation Process to Stress Test Your Professional Learning Program
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, Marielle Palombo**, 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   **3:30 p.m. – 4:30 p.m.**

TL19 | Effective Teacher Professional Development: Opportunities, Obstacles, and Triumphs
Gain insights about the elements of effective teacher professional development and consider strategies for infusing evidence-based practices in your own contexts. Leave with resources to structure evidence-based preparation and professional learning experiences for teachers to facilitate thinking and action that extends beyond the session.
Maria Hyler, Learning Policy Institute

Tuesday, December 4   **7:30 a.m. – 8:00 a.m. OR 8:00 a.m. – 8:30 a.m.**

RT01 | Data-Driven Professional Learning
Learn how one district's Professional Learning and Assessment and Accountability departments partnered to design a needs assessment protocol for professional learning. Gain practical knowledge regarding the use of protocols for intentional development of professional learning, including content and tools for measuring impact. Walk away with a sample data review protocol that you can use to identify teacher learning needs and determine professional learning priorities.
Mindy Tolbert, **Ashley Nelson**, Frisco ISD

RT03 | Supporting Sustainable Change: State-Level to the Building
Learn how the Kansas State Department of Education Early Childhood, Special Education, and Title Services team helps educators at district- and building-levels to build the skills to implement evidence-based practices.

Learn how the state team uses a cascading logic model to align efforts and support sustained change. Discuss how the cascading logic model can be used to identify system-level supports to in your own setting.
Kevin Davis, Kansas Department of Education, Technical Assistance Network

Tuesday, December 4   **8:30 a.m. – 11:30 a.m.**

2301| Evaluating Professional Learning: Lessons From Multiple Districts
Come and 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 districts, 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. Join us to examine evaluation of professional learning initiatives from these diverse 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 within 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

Tuesday, December 4   **9:30 a.m. – 11:30 a.m.**

2229 | Improving At-Risk Student Achievement by Monitoring our Evidence
Learn how the Monitoring Our Evidence protocol empowers educators to make effective teaching decisions that are timely and relevant and make a positive impact on student outcomes. See how this continuous cycle of collaboration and data collection creates a culture of learning in which all participants have shared ownership.
Beth Zimmerman, Linda Ruitenbeek, Thames Valley District School Board

2234 | Personalizing Professional Learning
A very large suburban Illinois district redesigned professional learning to emphasize choice. And transformed from a few workshops and instructional coaching into a model in which all staff have choices in their professional learning needs and relevant professional learning models. Learn about the research and design process used to personalize professional learning.
Robert Lang, Sara Courington, Georgia Hash, Community High School District 99

2237 | Leading Evidence-Based Instructional Transformation
Ignite your thinking about using evidence-based practices to transform the way teachers plan and deliver instruction in their classrooms. Take a deep dive into instructional strategies that work best in a three-phase model of instruction—surface, deep, and transfer learning. Explore ways to assist teachers in becoming more purposeful in designing and delivering lessons that have the greatest impact on student learning.
Cathy Lassiter, Corwin 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
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

HIGHLIGHTED SESSIONS ON EVIDENCE-BASED PRACTICES

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions for Evidence Based Practices

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2403 | Learning Curve: Measuring Instructional Impact on Student Learning
Come and use a research-based tool to measure the impact of instructional practices. Engage in a mathematical experience to construct linkages between instructional practices and student learning behaviors in an effective mathematics classroom. Recognize the value of tools and a process for coaching or using with PLC teams to make the learning of collaborative work visible. Generate data-collection options for use in your school setting to measure the effectiveness of instructional practices on student learning.
Mary Mitchell, **Brenda Konicke**, Math Solutions

2409 | Innovative Strategies to Attain Equity Throughout the k-12 Ecosystem
Panel presentation of four EIR/i3 grantees about the ways in which their work is strategically focused at a particular point in the K-12 ecosystem, including the system level, school level and classroom level, to positively influence their organization's attainment of equitable outcomes for all students.
Corinne Vinal, NYC Leadership Academy, **Jennifer Beck-Wilson**, National Institute for School Leadership, **Andrew Wayne**, American Institutes for Research, **Caitlin Wilson**, National Board for Professional Teaching Standards

2440 | How School Leaders Support Literacy Achievement in PLCs
Learn how a leadership and a literacy coach have teamed together to provide tangible support for a school implementing the professional learning community process. Participate in literacy instructional practices, review common formative assessments, and consider ways for discussing evidence that align to priority standards and learning targets. Recognize how principals can support teams and what they can expect to see in classrooms that engage meaningfully in literacy instruction.
Kathy Glass, Glass Educational Consulting, **Karen Power**, East Coast Education Leaders Inc.

2450 | Learning From The COACHES' Perspective
Learn the outcomes of a qualitative coaching study conducted with coaches in a large southern district. Discuss how teacher-driven, individualized professional learning can result in teacher reflection and change in instructional practice and examine implications for future professional learning with coaches and instructional leaders. Apply what you learned to create a plan for working with coaches and instructional leaders.
Jamey Burns, Educational Consultant, **Shaunte` Duggins**, University of Florida- Lastinger Center for Learning, **Lauren GIBBS**, University of North Florida

Wednesday, December 5   8:45 a.m. – 10:45 a.m.

3202 | ESSA Professional Learning and Teacher Effectiveness Mandates: Using Teacher Data to Drive Instructional Improvements
Use ESSA to focus your instructional supervision on teacher growth and student learning rather than compliance. Take the time to reevaluate purpose, effectiveness, analysis of ALL data in your instructional supervision model using the most current forms of professional development: social media, PLCs, PLNs. Leave with data analysis technology tools to help you design opportunities for professional learning for teachers and coaching by administrators.
Fred Scott, **Lisa Andrejko**, TalentEd at PeopleAdmin

3208 | Building Educator Capacity to Prepare Students for What's Next
How can our current systems prepare students for the complex demands of a rapidly changing world? Learn how districts have partnered with Texas OnRamps to integrate deep coaching practices and evidence-based pedagogy that impact student success and teacher excellence. Explore a model that builds individual teacher capacity to create an authentic college experience for students. Leave with practical strategies for designing professional learning and development that meet your needs and the evolving needs of your students.
Jennifer Porter, UT Austin, **Lisa Nucci**, Leander ISD, **Elizabeth Swaner**, Richardson ISD