

HIGHLIGHTED SESSIONS ON LITERACY CURRICULUM AND INSTRUCTION

Monday, December 3

8:30 a.m. – 11:30 a.m.

1312 | Improving Elementary Literacy by Implementing Strong Instructional Materials

Learn how implementing high-quality instructional materials in ELA classrooms can improve student outcomes and teacher knowledge and support. Discover high-quality tools to help you evaluate instructional materials for quality and learn about the district- and school-level structures that will set teachers up for success. Leave knowing how to create structures of support to help teachers and leaders implement more rigorous materials.

Sharon Roberts, Courtney Bell, TNSCORE, **Jennifer Jordan**, Lauderdale County, **Regan Kelly, Tiffany McDole**, TNTP, **Jill Ramsey**, Putnam County

Monday, December 3

9:30 a.m. – 11:30 a.m.

1204 | Today's Students- Tomorrow's STEM Leaders

Explore the instructional pedagogies needed to transform your classroom into an innovative, engaging STEM environment. Learn to support students through engaging them in higher order thinking, inquiry-based problem solving and the engineering design process. Create inquiry-based STEM instruction that encourages learners to think critically and have a high level of STEM proficiency. Leave with classroom-ready resources and a better understanding of how to draw from existing assets such as literacy-based strategies to inform STEM-focused learning and instruction.

Fouada Hamzeh, Clara Howitt, Greater Essex County District School Board

Monday, December 3

2:30 p.m. – 4:30 p.m.

1435 | Focus: Aligning a District Through Vision and Expectations

How do you transform a district from a system of schools to a school system with common vision? Engage with the research, process and professional learning used by one district to move towards Authentic Literacy as one community. Explore how you can eliminate the distractions while moving toward a singular united focus. Leave with ways to eliminate the distractions in your organization, working toward a singular focus.

Emily Weiskopf, Amy Cockcroft, Stephanie Mayuski, Lake County Schools

Tuesday, December 4

7:30 a.m. – 8:30 a.m.

FF02 | Transforming Lives Through Literacy: A Moonshot Community

What does it take to create compassionate, creative, literate citizens who will improve our world? Literacy is the gateway and third grade is the key. Learn about a community-wide commitment to 90% literacy by third grade. Hear how parents, schools, philanthropists and community leaders embrace the power of literacy to transform lives. Leave energized to review the resources available in your community.

Debbi Arseneaux, The Learning Alliance

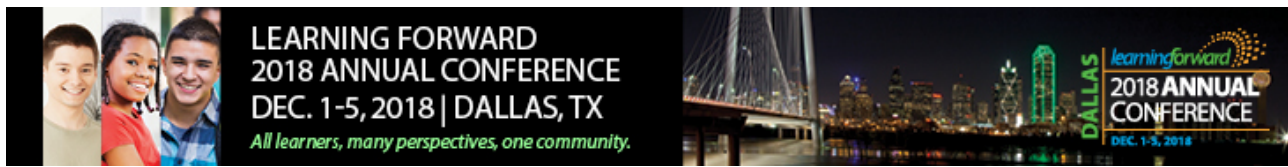
Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2304 | Addressing Racial Illiteracy Through Literacy Instruction

In this three-hour interactive session, explore how our frames of reference and personal lenses affect our perceptions and interpretations in classrooms and schools as you identify potential strengths and areas for growth in racial literacy. Discuss behaviors that promote or inhibit meaningful dialogue that may lead to creation of cultures of learning that support racial literacy, promote social justice activism, and equity. Construct learning experiences that facilitate racial literacy across grade levels and explore the concepts of power and privilege. Formulate an action plan to promote a classroom culture of advocacy and change.

Karyn Allee-Herndon, Annemarie Kaczmarczyk, University of Central Florida



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Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2206 | Literacy Practices As Social Acts

Explore critical areas that affect students' literacy, such as: race, socialization, teachers' perceptions of their students, and text selections. Examine theories and research literature to make connections to the historical implications of race and schooling for African American students. Participate in inquiry about social justice, students' civil rights, and the institution of school and leave with pragmatic strategies to address the literacy needs of underserved populations.

Aaron Johnson, Farmington Public Schools

2219 | Writing for Thinking: Academic Success Across Content Areas

We often think too narrowly about writing, associating it only with a stressful process connected to state testing or essays that English teachers assign. But, writing is thinking! Writing in every class strengthens students' abilities to process new information, clarify their thinking, and communicate clearly. Join this session to learn about strategies that help make writing in any content area less stressful and, more importantly, a part of the type of thinking that we want students to develop. Learn how to monitor and prioritize authentic student writing and align those writing tasks to goals for overall student improvement. Leave with an understanding about how to coordinate cross-curricular conversations about writing and create support systems for teachers who implement intentional writing opportunities.

Jennifer Gunn, Region 10 ESC

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

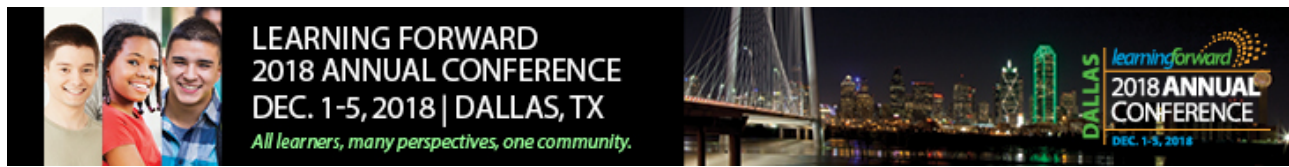
Apply data-informed professional learning models to affect change at scale. Learn how ESC11, a service center supporting 70,000 teachers, used a blended and teacher-led model to improve literacy instruction across seven districts. Determine scalable opportunities to optimize existing resources within 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 Region 11, **Victoria Kinzig**, KickUp

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.



HIGHLIGHTED SESSIONS ON LITERACY CURRICULUM AND INSTRUCTION

Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3307 | Can Coaching Make a Difference in Literacy Instruction?

Learn how developing a strong collaborative community of practice supported by a comprehensive coaching system has increased student achievement across urban St. Paul high schools as they have implemented Fusion Reading, an evidence-based literacy framework. Participants will examine coaching tools and will engage in coaching conversations about specific literacy practices. Participants will return to their schools with a set of templates, tools, and practical ideas that can support collegial conversations about implementation of culturally responsive teaching and learning strategies.

Christy Palmquist, Barbara Vallejo, St. Paul Public Schools ISD 625

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3201 | Organizing Central Office for Collaboration and School Support: An Urban School District's Journey

Many school districts share the challenge of implementing high standards and improving achievement levels for all students. While central office can be a key element of school reform, numerous studies cite the potential for central offices to impede and stymie school reform efforts. In this session learn how one of our nation's largest urban school districts is breaking down silos and creating systematic solutions to shift the role of central office from focusing on compliance and management to modeling and supporting principals as instructional leaders, specifically in the area of literacy. Leave with knowledge of lessons learned and the processes and structures to build the capacity in central office staff and principals as instructional leaders of literacy.

Monique Felder, Adrienne Battle, Erika Coleman, Barbara Lashely, Michelle Maultsby-Springer, Sito Narcisse, Jill Petty, Metropolitan Nashville Public Schools

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3405 | Equity Focused Coaching: Teaching and Reaching Students through Opportunities for Authentic Literacy

Identify opportunities for equity-focused coaching and enhance educator effectiveness in meeting the needs of diverse student groups with authentic literacy experiences. Discover an approach to creating culturally responsive learning systems where teachers' experiences and knowledge is leveraged as a pathway for planning and supporting learning. Examine a design for structuring coaching with a focus on equity.

Genise Henry, Dawn Filer, Rosalyn Hodge, The University of Texas at Austin

3431 | From PD to Practice: Transforming Literacy Outcomes

Hear about a powerful, research-based extended learning program designed to be an innovative learning lab for teachers and students. Learn how to create dynamic learning opportunities that develop foundational literacy skills by supporting students' social emotional needs and providing authentic opportunities for applied learning. Experience enriched literacy strategies anchored in rich text that will bring standards-based instruction to life and help improve student outcomes.

Debbi Arseneaux, Leslie Connelly, Fran McDonough, Liz Remington, The Learning Alliance

Please see conference.learningforward.org/program for a complete program and fp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on
ELA Curriculum and Instruction