

HIGHLIGHTED SESSIONS ON SCHOOL SYSTEM COMPREHENSIVE PL APPROACHES

Saturday, December 1

9:00 a.m. – 4:00 p.m.

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. 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, Ali Brown, 2Revolutions, **Andy Calkins**, Next Generation Learning Challenges, **Antonia Rudenstine**, reDesign, LLC

Sunday, December 2

9:00 a.m. – 4:00 p.m.

PC210 | Fort Wayne - Comprehensive System Improvement

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.

Kay Psencik, Learning Forward, **Wendy Robinson**, Fort Wayne Community Schools

Monday, December 3

8:30 a.m. – 11:30 a.m. & 2:30 p.m. – 4:30 p.m.

1104 | BYOP: Begin or Bring Your Own Professional Learning Plan!

Professional learning plans serve as the compass for a comprehensive professional learning system and the instrument that powers educator learning. Review research and examples of district and program professional learning plans. Begin your own professional learning plan or bring the one you have to experience personalized coaching around your plan! Leave with tools to create and revise high quality plans.

Lisa Casto, Transform Learning

Monday, December 3

8:30 a.m. – 11:30 a.m.

1314 | From Activity to Impact: A Professional Learning Transformation Story

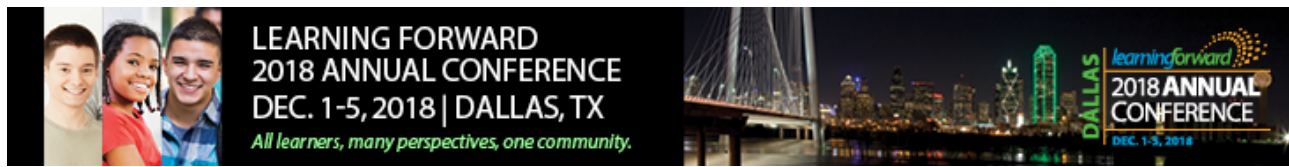
This story begins with evolution of leadership perceptions and practices regarding professional development and ends with identifiable changes in how professional development is planned and implemented across a midsize school district in Suffolk, VA. Explore research-based practices, use of student data, and job-embedded PD used to change teacher beliefs and practices. Leave knowing how to use SAI2 data to provide insight into teacher perceptions regarding professional development and implementation.

Barbara Patterson Oden, Catherine Pichon, Jennifer Presson, Douglas Wagoner, Suffolk Public Schools

1317 | Building a Culture of Ownership

Learn how to build a culture of ownership among all stakeholders in your district or organization. See how re-defining leadership creates pervasive spheres of empowerment and leads to extreme ownership at all levels of a school district. Leave with the experience gained to innovate your current organizational structures to support a culture of ownership.

Missy Brooks, Virginia Kate Brandt, Donald Clayton, Adam Johnson, Holly Martin, Mountain Brook Schools



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Monday, December 3

2:30 p.m. – 4:30 p.m.

1411 | Scalable, Sustainable, and Systemic Teams: Charting the Course

Experience the journey of an urban Texas district from a “one size fits all” approach professional development to a differentiated, professional learning system grounded in Learning Forward's Standards for Professional Learning. Experience insights and wisdom gained on the journey coupled with replicable strategies for a strengths-based, integrated team approach to professional learning systems. Chart your course to scalable, sustainable and effective professional learning systems! Leave with a fresh mindset for the role of professional learning teams created through the lens of innovation.

Sharolyn Chitwood, Wendy Coleman, Fort Worth ISD

1419 | Developing and Implementing a Comprehensive PD Plan for Impact

Learn how a large, urban school district implemented a systemic approach for developing and supporting a comprehensive professional learning plan. Explore how the professional learning office engaged in a collaborative process to identify the multi-year goals of professional learning aligned to our strategic plan by identifying key data points. Analyze implementation data and early outcomes of the professional learning program and discuss takeaways and lessons learned from implementation.

Tonisha Walden, Tiffany Perkins, Guilford County Schools

1426 | Maximizing Leadership Through Communities of Practice

How can systems attain profound impact on student achievement by ensuring that principals continuously learn? With a solid foundation of Learning Forward's Standards for Professional Learning and the change process, learn to engage principals in communities of practice to enhance and grow their craft. Walk away with ideas of ways to identify problems of practice across campuses, facilitate the learning together and build collaboration for improvement and growth for all.

Holly Hughes, Steven Ebell, Stephanie McBride, Susan Silva, Clear Creek Independent School District

Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2217 | Breaking Down Silos: Guilford County's Approach to Strategic Planning

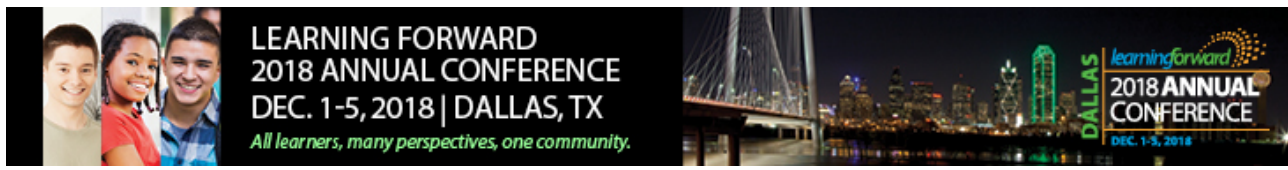
Join this session to learn how a private education organization and a very large school district are working together to develop a five-year strategic plan for the district. Explore their unique cross-departmental approach to planning, including assembling a task force of internal and external stakeholders who work collaboratively to develop the plan. Participate with other attendees to take a deep dive into this approach and leave with the knowledge and tools to implement similar practices in your school or district.

Whitney Oakley, Guilford County Schools, **Jason Stricker**, Insight Education Group

2224 | Creating Organizational Coherence for Adult and Student Impact

Organizational coherence, where large numbers of people have a deeply understood sense of what has to be done and see their part in achieving it, can be rare to find but is showing promising impact on adult practice and student learning. In this session, learn how two Wisconsin districts (one rural, the other Milwaukee metro) integrate the Coherence framework (Fullan and Quinn, 2016) to focus direction, cultivate collaborative culture, deepen learning, and secure reciprocal accountability.

Joe Schroeder, Association of WI School Administrators, **Jody Landish**, School District of Waukesha, **Ryan Nelson**, Augusta Area School District



HIGHLIGHTED SESSIONS ON SCHOOL SYSTEM COMPREHENSIVE PL APPROACHES

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2432 | Building Capacity and Developing Sustainability Through School Improvement

Explore strategies to strengthen both culture and instruction as essential components for school turnaround. Examine leadership protocols to develop a sustainable system for capacity building and differentiated professional development. Discover strategies associated with data-driven instruction: culture/assessment/analysis/action/reflection within the Plan-Do-Check-Act continuous improvement cycle.

Donna Snyder, Heidi Smith, Arlington Public Schools

2454 | Redesigning Professional Development for School-Based Instructional Leadership Teams

Facilitators will share their redesigned model for professional development, focused on growing the capacity within school-based leadership teams consisting of administrators, coaches, and teacher leaders. Come to this session and see how this model provides teams with opportunities for classroom-embedded professional development, time to study and practice facilitation for adult learning, and support for planning building-based professional development. Engage with facilitators and other participants to consider how these structures can support the work in your context.

Monica Chandler, Mary Beth Crowder-Meier, Mukilteo School District

Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3306 | Culturally Proficient Leadership Through Adaptive Schools

Adaptive and culturally proficient leaders who recognize their own and their colleagues' responses and reactions to cultural diversity ultimately have a profound influence on what students learn and how they learn it. This session will provide participants knowledge and tools for responding to all cultural and demographic groups in schools. Participants will explore ways to embrace cognitive conflict while fostering environments where cultural proficiency is part of one's identity.

Phil Echols, Wake County Public Schools, **Sue Presler**, Thinking Collaborative

3310 | Layering: The Power of Learning, Leveraging, and Leading

As Steve Jobs once said, 'Simple can be harder than complex: You have to work hard to get your thinking clean to make it simple. But it's worth it in the end because once you get there, you can move mountains.' Come learn how a large, suburban district simplified its message, crystallized its focus, and ultimately amplified its impact. Participants will learn about strategy while applying their learning to their own context.

Megan Cain, David Bahna, Beau Foubert, Trena Speirs, Adams 12 Five Star Schools

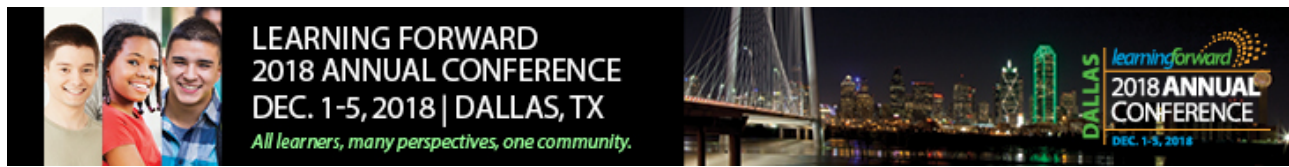
Wednesday, December 5

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



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3211 | Too Big to Fail: Ensuring Initiatives are Successful

New initiatives require investing time, resources, and human capital. So, how do you ensure a return on that investment? Learn how one district uses data to assess the impact of their 1:1 Learning Technology Plan, create transparency between teachers and coaches, and accelerate coaches' abilities to respond to teacher needs. Examine multiple stages of implementation and lessons learned for scaling a promising initiative across varying grade levels and student demographics.

Diane Lauer, David Baker, St. Vrain Valley School District, **Mindy Zacharjasz**, KickUp

3225 | Creating Conditions that Change the Game

Leading system wide change while honoring campus autonomy can sometimes feel like a game of poker. Learn how a large urban district used winning strategies to increase their odds to create a culture of collaborative learning at their schools. Explore how they placed bets on the use of social media, technology and job embedded learning to create conditions that can truly change the game. Hit the jackpot with us as we have fun and share our story!

Adriana Garza, Trish Hinze, Don VanWinkle, Patricia Zamora, Northside ISD

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3402 | A Practitioner's Guide to Creating a Data-Informed Culture

Break down a district-wide strategic plan into actionable and measurable improvement plans. Learn how a 2017 Missouri Model School District aligned goals and data-sharing across their teachers, principals, instructional coaches, and central office administrators. Walk away with a toolkit of practical strategies and protocols for continuous improvement throughout the year.

Dr. Lorenzo Rizzi, Kim Mauck, Timothy Winkelmann, Belton School District #124

3410 | The Designer's Mindset: Leading Change Through Design Thinking

Modeled after the multi-stage approach employed with a cadre of site-based leaders in a large, suburban Central Texas district, this session will inspire action through a series of design cycles geared toward shifting to a learner-centric model for teaching and learning. Use needfinding, ideating, and prototyping to emerge with next steps for empowering and amplifying change within your school community. Strengthen your ability to apply design thinking approaches to future leadership and learning goals.

Elizabeth Deterra, Carl McLendon, Mary Patin, Lake Travis ISD, **Tony Borash**, Advanced Learning Partnerships

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on **School System Comprehensive PL Approaches**