



HIGHLIGHTED SESSIONS ON SOCIAL EMOTIONAL HEALTH/LEARNING

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC106 | 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, Rhonda Vincent, Momentous Institute

Monday, December 3

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

1103 | Building Your District's SEL Professional Learning Catalog

Boost the understanding, motivation and skillsets of your school's leaders, teachers and families for integrating Social and Emotional Learning into daily practice. Immerse yourself in three professional learning engagements (Foundations of SEL; Families as SEL Partners; Intro to CASEL Guide to Schoolwide SEL). Debrief, reflect and contextualize PD for your own work. Walk away equipped with materials, resources and strategies for facilitating them in your district!

Ann McKay Bryson, Deidre Farmbry, CASEL, **Aijeron Simmons**, Oakland Unified School District

Monday, December 3

9:30 a.m. – 10:30 a.m.

1205 | Developing Life Skills: A Roadmap for Parent Communications

Dive into national research conducted to better understand how K-8 public school parents communicate about their child's social, emotional, cognitive, and academic development. Build your understanding of parent attitudes, behaviors, and beliefs; identify the elements of social, emotional, cognitive, and academic learning strategies that resonate most with parents and which ones cause confusion; and learn about the sources of information that garner their trust. Leave with a better understanding of which skills and traits are most important to parents.

Bibb Hubbard, Learning Heroes

1219 | Collaboration and Leadership: Strengthening Equity, Well-being, and Achievement

Learn about the concept, components, and benefits of collaborative leadership based on the theory of Leading from the Middle for organizations, districts, schools, educators and students. Explore the potential of inter-district collaboration and its impact on staff and student learning and leading. Understand the results of critical inquiry relating to collaborative leadership and its impact on building equity, well-being, and achievement as described in the 2018 research study conducted by Hargreaves and Shirley. Explore the power and possibilities of collaborative leadership in your system or school.

Michelle Forge, Michael O'Keefe, Council of Ontario Directors of Education

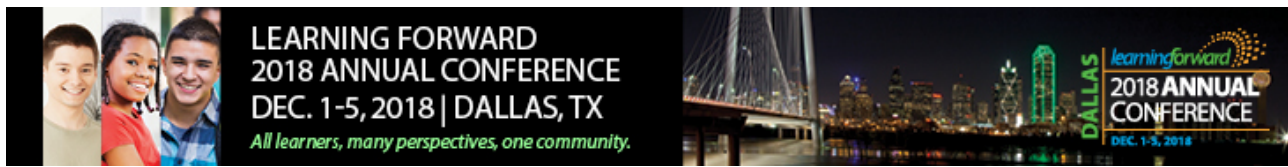
Monday, December 3

8:30 a.m. – 11:30 a.m.

1305 | SEL In Service of Equitable Outcomes

Grapple with the creative tensions that arise when educators dedicated to social and emotional learning explore the social justice implications of the goal we have for every student to experience a warm, safe, supportive school climate focused on academic success for all. Explore what role the commitment to equity plays in how SEL is introduced, supported and experienced by all members of a school community. Leave with a commitment to take action that will help ALL students achieve academic success.

Dr. Rob Jagers, University of Michigan/CASEL, **Mary Hurley**, CASEL, **Meena Srinivasan**, Oakland Unified



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1327 | Engaging Adolescent Learners by Embedding Social and Emotional Learning into Secondary Classrooms

Engage in real-time experiences to create secondary classrooms where students feel affirmed, where their voices are heard and honored, and where their developmental and cultural needs are met. Explore practical approaches to embed social emotional learning (SEL) competencies into four classroom learning domains aligned with research-based core practices that foster students' capacity to be self-directed independent learners, and help teachers integrate them in any subject.

Michele Tisiere, Engaging Schools

Monday, December 3

3:30 p.m. – 4:30 p.m.

1406 | Integrating Social Emotional Learning Through Creative Expression

Explore how creativity and movement can be used to manage emotions and discover the kinesthetic dimension of empathy. Identify how feelings impact the way people work and collaborate with one another. Address the importance of whole-school of social emotional learning and its relationship to fostering safe and supportive learning environments. Leave with strategies for utilizing creative expression as an emotional management tool in schools, classroom and communities in order to create safe and supportive learning environments for all students.

Sara LaHayne, Move This World, **Tiana Johnson**, Uplift Mighty Primary School

1429 | Rounding: Relationships Really DO Impact and Improve Outcomes

Building relationships is the work of every adult in a school system focused on people and living out its mission of continuous improvement. Develop the skill of rounding by using a protocol, practicing rounding conversations and working with a coach. Take home three tools and the skill of rounding and connect the heart and mind of your daily work.

Karen Owen, Studer Education, **Kelly Krostag**, Escambia County School District

1440 | Re-imagining PLCs: Bringing Schools and Communities Together

How can professional learning communities leverage both educator and nonprofit skills and knowledge to close academic and opportunity gaps? Learn how this powerful model engages the social sector as a key player in improving student outcomes, especially in the fields of out-of-school time and social and emotional learning. Examine the process to transform marginalized communities using collective impact, collaborative leadership, equity, evidence-based interventions and data-mindedness within a tiered professional development model. Gain knowledge from lessons learned and information on how to replicate successful learning communities.

Dana Stoltz Gray, **Erin Crosby**, **Regina Nippert**, The Budd Center, **Alyssa Peraza**, Dallas ISD

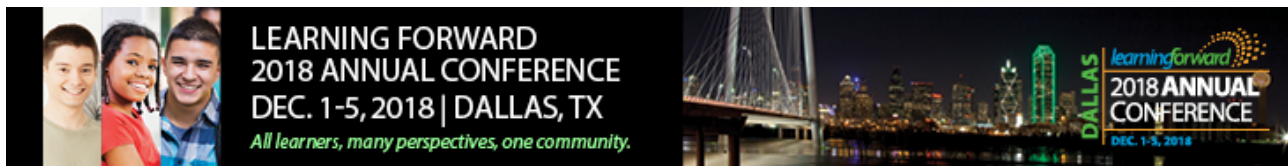
Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2306 | The Stress Mess: Improving Teaching/Learning from Inside-Out

Students and educators report high levels of stress every day! Stress can weaken our immune system and impair executive functions, such as the ability to pay attention, regulate our emotions, and think flexibly. In this session, explore how various student and educator stressors impact teaching and learning, dig into research on the mind-body connection, and learn effective strategies that enable us to respond rather than react in stressful situations. Leave the session with additional strategies to foster healthy relationships and orchestrate a caring, kind, respectful learning environment that can minimize stress for students and educators.

Martha Kaufeldt, Begin With the Brain, **Wendy Baron**, New Teacher Center



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Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2204 | Achieving Educational Equity and Excellence

Explore the journey of educators in a large district in St. Louis, Missouri as they strive to achieve educational equity and excellence for students academically and social emotionally. Learn more about how the identification of problems of practice, the development of theories of change, and the implementation of equity audits, along with a commitment to social justice and inclusive education, are moving a diverse district forward.

Jason Adams, Karen Hall, Maplewood-Richmond Heights School District

2230 | Social and Emotional Learning in Practice: District and Community Partnerships

Curious about what it takes for a school district and nonprofit community partner to co-create and implement a comprehensive social and emotional (SEL) learning system? Join representatives from Dallas Independent School District and out-of-school time intermediary, Big Thought, as they share reflections and emerging learning from their first year implementing an aligned SEL system as part of The Wallace Foundation's Partnership for Social and Emotional Learning Initiative.

Greg MacPherson, Big Thought, **Juany Valdespino-Gaytan**, Dallas Independent School District

Tuesday, December 4

10:30 a.m. – 11:30 a.m.



TL26 | Social and Emotional Learning in Research and Practice

What are the features and best practices of effective social and emotional learning programs? How can they be planned and carried out well, both in school and out-of-school settings? Researchers from Harvard's EASEL Lab discuss the recommendations in the publication Preparing for Effective SEL Implementation, supported by The Wallace Foundation. Explore how to ensure sufficient staff support and approaches to dealing with logistical and budget challenges.

Katie Brush, Harvard's EASEL Lab, **Bridget Laird**, WINGS



Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2449 | Shifting the Lens: Professional Learning that Mirrors the Student Experience

Explore the principles of collaborative classrooms that support teachers in shifting their instruction to provide more authentic and democratic learning environments for their students. Learn how to plan for and promote active learning with a facilitative stance when engaging in professional learning. Make connections between the professional learning that teachers engage in and the instruction that students experience.

Marisa Stukey, The Center for the Collaborative Classroom, **Dee Thompson**, DeSoto County Schools

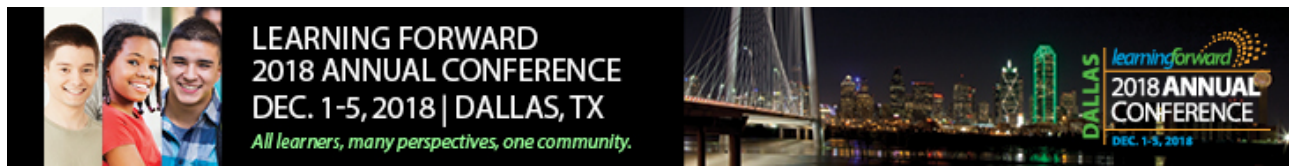
Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3213 | Executive Functioning: Connecting to Success in School and Life!

Executive Functioning is for educators interested in the latest neuroscience research on the prefrontal cortex that impacts the proactive cognitive control of goal orientated behaviors which are the foundation of learning and success in life. Participants will learn about the skills students need to achieve in school and life: problem solving, working memory, organization, attention and emotional control. Leave with practical and effective strategies to develop every student's Executive Functioning--the back bone of learning.

William DeMeo, Specialty Psychological Services



HIGHLIGHTED SESSIONS ON SOCIAL EMOTIONAL HEALTH/LEARNING

3216 | Batter Up!

Grow your bench of leaders by learning how Shelby County Schools created a model of leadership development for all levels of employees. Spanning from school secretaries to principals to central office leaders and the Board of Education, continuous improvement and learning has become a part of daily operation. Apply knowledge learned in this overview session and prepare to knock leadership development in your district out of the park!

Lynn Carroll, Angela Walker, Leah Anne Wood, Shelby County Schools

3217 | Our Journey of the Heart: Developing Collective Efficacy

How do you rekindle the passions of educators around a shared commitment to the learning of all students? Follow one district's journey to address the social-emotional issues associated with poor attendance, low participation, and retention. Explore structures created to engage educators, students, and the broader community in the vision of closing the achievement gap. Leave knowing how you can adapt these to transform the culture of your school community.

Jimmy Shaw, Jackie Flowers, Lynne Hice, Florence City Schools, **Eric Thomas**, ET Inspires

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3406 | Closing Opportunity Gaps with SEL-Focused Professional Development

Research shows that social and emotional learning helps to close the achievement, opportunity, and behavior gaps – and we're learning that social and emotional learning makes the greatest impact when it begins with adults. Develop your own social and emotional skills to support student learning and educator effectiveness and learn how social and emotional-focused professional learning for school staff can positively affect school climate and achievement and success for all students.

Jessica Lovins, Nicole Williams, WINGS for Kids

3428 | Champions: The Heart of Learning and Performance

Are you wondering how you can provide effective professional learning experiences to your staff so they are prepared AND excited about teaching social and emotional learning skills to students? Leave this session with proven strategies for engaging adult learners, maximizing time and guaranteeing effectiveness. Watch your school culture transform in just one year using a proven Champion model!

Lynn Ochs, Mayerson Academy

3429 | The Skills that Matter: Embedding Social/Emotional Competencies

This session represents a collaborative effort with more than a thousand educators to apply research-based social/emotional instructional practices in middle and high schools. Hear about one district's journey to schoolwide implementation, including academic and behavioral impacts. Plan for instruction of research-based intrapersonal and interpersonal competencies, which are embedded within content-area curricula, to promote positive in-school and post-school outcomes for all students.

Amy Erickson, Patricia Noonan, University of Kansas, **Chris Cooper**, Abilene School District

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