

HIGHLIGHTED SESSIONS FOR TRANSFORMATIVE PROFESSIONAL LEARNING

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC103 | Making it Stick: Ensuring Innovations Last

Many of our efforts in developing more effective schools are focused, incorrectly, on just the beginning of the changes. Learn how to build in professional learning and leadership strategies so the innovations actually last and are institutionalized. See how to create the culture and conditions to promote lasting motivation and deep implementation of the practices that will lead to student growth!

Michael Murphy, Learning Forward

PC113 | Dispositions for Effective Education Leaders

Explore dispositions known as "habits of mind" and their role in the development of leaders and their capacity. Learn about connections between habits of mind and neurosciences. Apply these dispositions in decision making related to personally generated challenges.

Michele De Bellis, Institute for Habits of Mind

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. Engage with other participants to dive deeply into rethinking the "how," "why," and "what" of professional learning, as well as the enabling conditions. 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.

PC206 | Better Conversations

Much of our joy and sorrow in life as well as our success and failure at work are direct results of our relationships. Our relationships flourish or fail depending on how well we communicate. Learn how to listen and communicate with empathy, find common bonds, and build emotional connections. Develop the beliefs and habits that lead to better and more life-giving conversations.

Jim Knight, Instructional Coaching Group

PC212 | Collective Efficacy: Nine Conversations to Change Schools

Unlock the mystery of collective efficacy by improving the quality of collaborative professional conversations. Learn how to engage teams in nine conversations designed to build collective efficacy and develop the skills needed to build knowledge coherence—an essential measure of success.

Diane P. Zimmerman, Independent Consultant and Journalist, **William Sommers**, Learning Omnivores

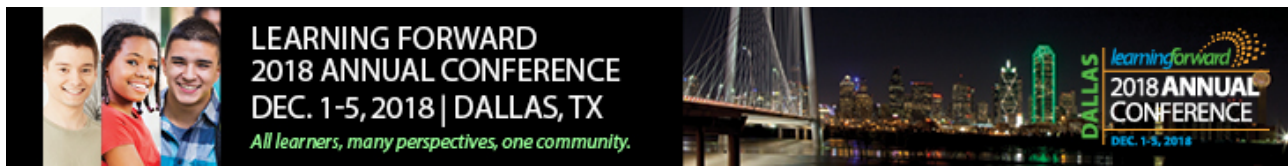
Monday, December 3

8:30 a.m. – 11:30 a.m.

1306 | Transforming Schools for New Economy Skills and Rigor

Engage with the author of the award-winning book, *Who Moved My Standards*, as he contrasts the evolution of teaching with the blazing transformation of the world and details how core instruction must also transform to prepare students with New Economy Skills. Learn how to move a school from old economy, teacher-centered instruction to new economy, high engagement student-centered classrooms that significantly raise student achievement. Leave with an action plan to move your school or classroom to the next evidence level on the Ignite Rigor Student Evidence Rubric.

Michael Toth, Learning Sciences International



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1313 | The Leadership Challenge: Make Extraordinary Things Happen

Leadership is everyone's business! Learn what millions of people all over the world – ordinary people like us – do when they make extraordinary things happen in their organizations. Experience the 5 Practices, 10 Commitments, and 30 leadership behaviors that exemplary leaders practice. Transform your values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards! Leave with goals and key actions to generate small wins on your journey to meeting your goals.

Heather Wooldridge, Kimberly Ferguson, Baltimore County Public Schools

1320 | Walking the Talk of Educational Transformation

Engage with a story of educational transformation - informed by the knowledge of teachers, students and community; grounded in the wisdom of indigenous people; weaving together a global education conversation, an empowering curriculum, and learning sciences. Explore the role that school and district leadership play. Leave with frameworks and processes to apply in your context.

Denise Augustine, Rod Allen, School District 79 Cowichan Valley

Monday, December 3

9:30 a.m. – 11:30 a.m.

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

1224 | Re-Imaging Our High School: The Innovation Team Journey

Learn about Halifax County High School's journey re-imagining a high school using design-thinking practices. Discover how to use innovative approaches, tools, and processes to make lasting changes that positively affect students' learning and be "life ready" in an economy and a world characterized by rapid change. Leave with the knowledge of how to design and launch your own redesign journey through the framework and the redesign experiences of others.

Karen Sanzo, Old Dominion University, **Karla Gravitt, Michael Lewis, Mark Lineburg, Lisa Long**, Halifax County Public Schools

Monday, December 3

2:30 p.m. – 3:30 p.m.



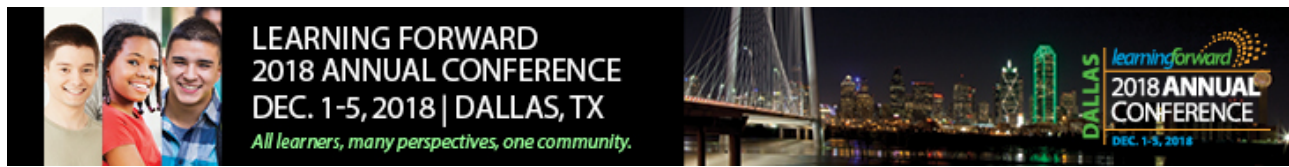
TL15 | How Can We Rethink High School for the Future and Now?

XQ's September 2015 launch of an open call to reimagine the American high school elicited responses from more than 10,000 people from all 50 states, representing nearly 4,000 communities.



Investigate their most promising ideas for innovative, student-centered designs for 21st-century learning. XQ has pledged over \$115 million to actively support teams on their journeys to becoming Super Schools. Go deep with one of the XQ Schools on how their design changes both the role of the teacher and student learning, and the structures and systems that need to be in place.

Monica Martinez, XQ Institute, **Shatoya Jordan**, Purdue Polytechnic High School



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TL18 | British Columbia's Learning Transformation: A Glimpse of the Future?

What happens when you connect students, teachers, parents, post-secondary, and business to co-construct the future of learning? Find out why British Columbia, already a top-performing jurisdiction, felt they needed to embark on such an ambitious transformation process. What lessons can we learn? What are the professional learning implications for the K-12 system, university admissions including teacher pre-service, and other stakeholders?

Rod Allen, Cowichan Valley School District, **Leyton Schnellert**, University of British Columbia



Monday, December 3

2:30 p.m. – 4:30 p.m.

1409 | 7 Steps To Scale Innovative Professional Learning

Do you have pockets of innovation that you want to support? How can you support a growth mindset and culture of innovation from the classroom to the district office? Examine research and practical stories of districts from supporting a culture of innovative practice, of building capacity across districts, and scaling professional learning. Learn the 7 steps to support staff, educate the community, and redefine learning. Leave with strategies to support teacher trailblazers leading the way in your school or district.

Jill Gildea, Elizabeth Freeman, Fremont School District 79

1416 | Professional Learning Their Way: Empowering Collaborative Innovators

Empower teachers to move beyond standards and accountability through transformative professional learning. Examine tools and practices to support teachers as they transition from isolated status quo practitioners to collaborative innovators. Engage in collaborative experiences to transform learning cultures.

Stephanie Edgar, N2Learning, **Angeline Anderson**, Retired, **Susan Borg**, Sam Houston State University

1436 | Changing Conversations: Push, Pull, Nudge Towards Collaborative Professionalism

Learn how to set conditions to support changed teaching/assessment practices through effective learning communities. Examine how school leaders select effective resources, communicate, and use facilitation skills to leverage relationships/interpersonal skills to impact deep learning for students and faculty. Learn to use global competencies to spark teacher engagement in their own deep learning and support 21st Century learning for their students. Leave with strategies to support learning for school leaders and faculty that impact positive student achievement.

Kim Jensen, Thelma Sambrook, Toronto District School Board

Tuesday, December 4

7:30 a.m. – 8:00 a.m. OR 8:00 a.m. – 8:30 a.m.

RT05 | What's your FOCUS? A Vision of Professional Learning

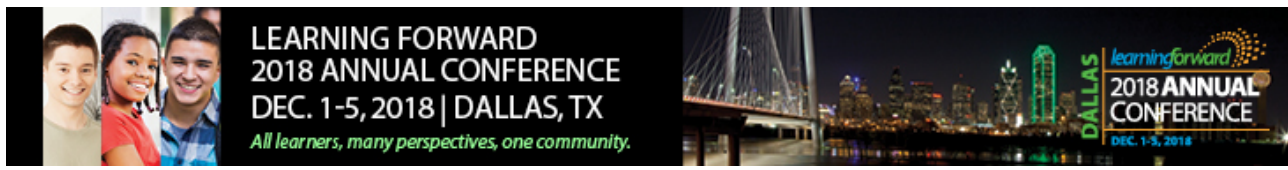
Educators are obligated to provide students with a technology-rich environment that reflects the world and provides personalized learning opportunities. Learn how one district transformed teaching and learning by using innovation to focus on a new vision of professional learning. Hear about the FOCUS 2020 technology initiative and how a community of learners engaged in meaningful professional learning during the transition to a 1:1 environment. Gain ideas for developing and evaluating similar professional learning experiences.

Karyn Dobda, Tammy Andreyko, North Allegheny School District

RT09 | The Elements of Success: 10 Million Speak

Take the lead in school reform. Learn what the education community—those representing teachers, principals, superintendents, school boards, parents, counselors, teacher educators, school public relations professional, and technology educators—agrees is needed for schools to be successful based on the Learning First Alliance compendium *The Elements of Success: 10 Million Speak on Schools That Work*.

Richard Long, Learning First Alliance



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Tuesday, December 4

8:30 a.m. – 9:30 a.m.



TL22 | How Learning Organizations Improve and Succeed

Drawing upon a broad literature analysis, consider varied examples from multiple domains, including public education, that illustrate why and how a process we call Evolutionary Learning enables organizations to improve steadily and succeed. Achieving this progress entails new forms of both “governance” and “democracy” – i.e., new ways of (re)arranging internal operations and interactions with key staff, external stakeholders, and the public to learn from carefully observed experience.

James Liebman, Elizabeth Chu, Center for Public Research and Leadership, Columbia Law School



TL24 | How Technology and Research on Generative Change Are Transforming Brooklyn High Schools

The Brooklyn North High Schools have partnered with Learning Innovation Catalyst to help teachers and students become 21st century learners. Leveraging the research of Arnetha Ball (Stanford University), they are utilizing the Model of Generative Change to help create sustained classroom innovation and iteration. Learn how this professional learning approach is transforming educators while preparing students for the world they navigate today and will face tomorrow.

Jason Green, Meredith Lewis, Learning Innovation Catalyst, **Jen Goldberg**, Brooklyn North High Schools



Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2311 | How Leaders Build Strong Cultures in Effective Schools

This hands-on session fills in the mystery zone with specifics about the gap between 1) the known importance of strong adult professional culture for effective schools and 2) what leaders do daily to nurture that culture in a sustainable way over time. Explore in detail the 12 elements of strong adult professional culture through videos and role plays, then assess the cultures of your own organization. Through a series of interactive exercises, you and other participants create examples of leaders' daily behaviors that lead to the development of authentic relational trust. Finally, leave with a personal plan for implementing relevant parts of this workshop at your own site.

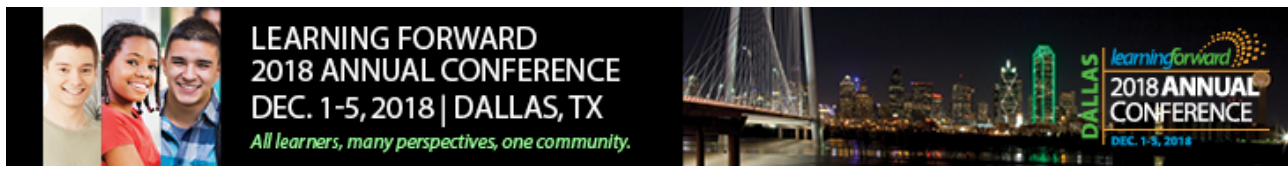
Jonathan Saphier, Deb Reed, Research for Better Teaching

2320 | Next Generation Professional Learning

New learning models and systems **MUST** be designed with students in mind. In this session, you will rethink what educator learning should look like to support transformation and moving toward deeper learning through next generation educator learning. Dive deep into rethinking the how, why and what of professional learning, as well as the enabling conditions needed to move toward personalized/competency-based learning. Get started on design for your next generation professional learning system, with the development of early-stage prototypes.

Adam Rubin, 2Revolutions, **Andy Calkins**, Next Generation Learning Challenges,

Kristen Watkins, Dallas Independent School District



HIGHLIGHTED SESSIONS FOR TRANSFORMATIVE PROFESSIONAL LEARNING

Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2214 | Go Slow to Go Fast: The Change Process from the Inside Out

Explore how a high school radically changed its culture and approach to leadership by applying the concept “go slow to go fast.” Review the Leadership Development Model and research-based strategies for group development used to transform teaching and learning in one school. Discover how taking the time to implement the right foundational structures and operational processes can lead to a transformation in virtually every aspect of a school by giving all stakeholders a voice, establishing collective responsibility for student achievement, building leadership capacity within a staff, and aligning everyone’s efforts. Walk away with tools, ideas, and strategies to create teacher-driven, sustainable change in your district.

Jerrod Williams, Rebekah McIver, Dr. Bridget Polk, Summer Williams, Sheridan School District,
Jerry Vaughn, Arkansas Leadership Academy

Tuesday, December 4

2:15 p.m. – 3:15 p.m.

SP03 | A Journey Worth Taking

It may seem overwhelming to turn a school around or implement change. Where to begin? At Solution Tree, we can help you face even the biggest challenges by breaking them down into manageable pieces, creating a clear plan, and supporting you throughout the implementation process. Join us for a panel discussion where educators reveal the dramatic transformations made possible when schools focus on building a culture of learning for professionals and for students.

Erica Dooley-Dorocke, Solution Tree

SP06 | Increase your Impact: A PD Program Designed for Growth

Build out a professional development program for teachers that is sustained, intensive, data-driven, collaborative, classroom-focused, and job-embedded with micro-credentials, collaborative communities and more. Dig into what these best-practice terms from ESSA mean and how micro-credentials and other components of Frontline Professional Growth help you move your professional development program to this model that promotes teacher agency and engagement, develops internal capacity, and builds your district brand.

Susan Walters, Kathy Landon, Frontline Education

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2411 | Designing a Pathway for Standards-Based Grading

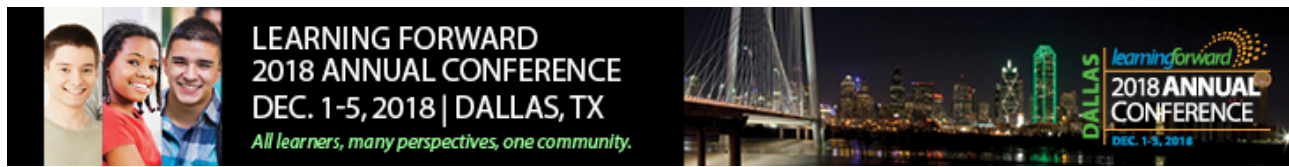
Shifting from traditional grading to a standards-based system can have a profound impact on student achievement and teacher efficacy by increasing equity and agency in classrooms. Learn systemic structures, implementation timelines, and professional learning supports to move your system to standards-based grading. Walk away armed with an understanding of current research, ways to avoid potential pitfalls, and a personalized implementation framework to begin a transition in your school district.

Susan Silva, Laura Adlis, Marny Doepken, Clear Creek ISD

2446 | Status Quo, Disruptor or Defender: Which Are You?

Albert Einstein shared, “No problem can be solved from the same level of consciousness that created it.” Implicit in his observation is the need to encourage growth by disrupting the status quo. Join this session to understand the inverse relationship between innovation and the status quo as you identify ‘blind-spots’ that may go unnoticed and require examination. Leave with next steps to facilitate breakthrough disruption in your district, province, school, or team. Walk in with an open mind, and walk out with powerful choices to make.

Kenneth Williams, Unfold The Soul Inc



HIGHLIGHTED SESSIONS FOR TRANSFORMATIVE PROFESSIONAL LEARNING

Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3302 | The Butterfly Effect: Expectations, Efficacy, and Empowerment

Imagine following a student throughout the day to note the words, actions, and structures that shape this child's perspective on his or her ability to be successful in school. What would that data tell you? In this session, participants will unpack the expectation messages students receive and learn strategies to communicate high expectations to all students --- this is important, you can do it, I will not give up on you.

DeNelle West, Research for Better Teaching

3312 | Writing for Publication

Share your challenges, perspectives, and successes through writing and gain valuable skills in advocating for education and promoting professional growth. Explore five key questions to ask when preparing to tell your story; collect tips on how to identify potential topics; and find your voice for publication. Get an overview of Learning Forward's guidelines for accepting manuscripts as well as strategies for shaping your voice for a wide range of new media outlets.

Tracy Crow, Suzanne Bouffard, Learning Forward

3319 | Become A School That Delivers

Experience the skills, models and processes observed in schools that have delivered positive results and outcomes in over 160 schools in six countries: USA, United Kingdom, Australia, New Zealand, Norway and Sweden. Practice using tools that transform these schools within the reality of the lived lives of school leaders, staff, and community members. Learn about and practice the skills and processes that will ensure every voice is heard, thereby aligning all members of the school community to move forward in the same direction and achieve desired student outcomes and results.

Bill Martin, Bill Martin & Associates LLC, **Fredrik Hoper**, F Hoper & Bhagar AB

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3230 | #21stcenturyschools: Systems, Environment, and Capacity Through Project Based Learning

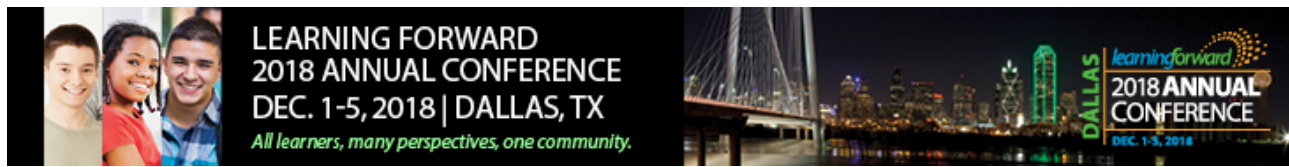
Learn how to develop a 21st Century learning school using project-based learning theory and a framework that delivers core content skills, flexible scheduling, and interconnected systems of learning. Build on research and examples from OECD, P21, and more to develop a usable model that fits your school's needs. Realize the learning potential the PBL model leverages to establish and inspire a systems-based learning culture for all teachers.

Joel DiBartolomeo, Karen Kunsa, Jeff Nexbitt, School District of Haverford Township

3231 | Agility in Learning Design

Engage in a collaborative, agile learning design process and deconstruct a professional learning experience. Reflect on your own learning designs through a system of quality assurance. Leave with knowledge of how to use improvement cycles to design a research-based innovative system of professional learning that links theory to practice.

Joanna Moe, Qatar Foundation



HIGHLIGHTED SESSIONS FOR TRANSFORMATIVE PROFESSIONAL LEARNING

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3407 | Developing Teachers' Mindsets for Students to Achieve

Unconscious bias often underlies lowered expectations. Lowered expectations and bias can have a limiting impact on the educational and life experiences of students. Learn how to accept and fulfill the responsibility for instilling a growth mindset in students, which means growth mindset starts with school leaders. See how having a growth mindset applies to leaders, teachers and students. Deepen your understanding of how adults' belief in students' potential can be developed by leaders through proof points and professional conversation.

Jonathan Richard, Jamila Dugan, TNT

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 Transformative Professional Learning.