

HIGHLIGHTED FOR TRENDING TOPICS AND FEATURED PRESENTERS OF 2018

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC102 | Instructional Materials, Professional Development, and Leading the Change You Need

Every student deserves high quality instruction and instructional materials; however, less than 20 percent of teachers strongly agree that their materials are aligned to standards. This session will build the capacity of district and school leaders to develop and lead a coherent instructional materials adoption and implementation process that prioritizes educator professional learning and educator voice.

Eric Hirsch, Shannah Estep, EdReports

PC111 | Coaching, Planning, and Video Artifacts: Within a System

Planning for instruction and conferring are at the heart of content-focused coaching—the time during which two professionals collaboratively study artifacts of practice to glean insights that advance pedagogy. Study key coaching practices that lay the groundwork for deep and specific planning conferences. Video artifacts, for example, ground coach and teacher dialogue in compelling evidence for planning and decision making. Explore tools that leverage video for deeper reflection. Examine three data-driven practices to learn how the administrator can serve as a critical agent in shaping the learning/inquiry stance among teachers.

Deana Zook-Howell, Rosita Apodaca, Victoria Bill, Institute for Learning

Sunday, December 2

9:00 a.m. – 4:00 p.m.

PC203 | Leading Coherence for Deep Learning

Leaders who thrive in turbulent, complex times bring people and ideas together to develop learners who can innovate, apply thinking to new situations, and contribute to the betterment of humanity. Explore a coherence framework that provides a dynamic, customizable pathway to build the capacity of your team to deepen student learning. Consider the right drivers for leading coherent change; Focusing direction to build collective purpose; Cultivating collaborative cultures that provide the pathway for change; Deepening learning as the core strategy for impacting student learning; and Securing accountability that is essential to measure growth and be accountable to yourselves and the public. Use video, simulations, vignettes, and case examples, to explore deep learning and strategies to develop cultures of learning for whole system change.

Michael Fullan, Michael Fullan Enterprises, **Joanne Quinn**, Quinn Consultants

PC208 | How Teacher Leaders Use Data to Drive Decision Making

An empowered teacher leader recognizes that the foundation of data-driven instruction is the connection between summative data and daily classroom instruction. Build skills in determining appropriate alignment of standard-based objectives with success criteria. Create high-quality formative assessments aligned with specific instructional objectives. Understand how student ownership in the assessment process promotes rigorous personalized learning. Leave empowered to make decisions that impact schoolwide improvement.

Patrice Pujol, Dedra Lee-Collins, National Institute for Excellence in Teaching

Monday, December 3

10:30 a.m. – 11:30 a.m.

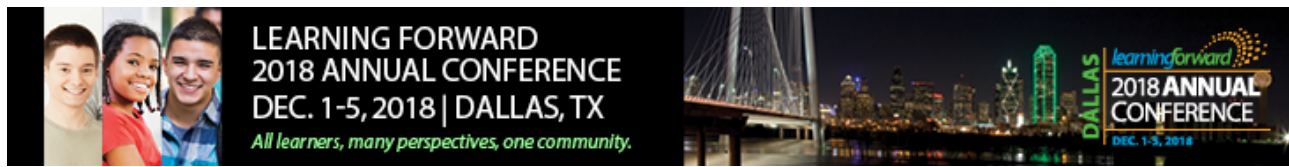


TL15 | How Can We Rethink High School for the Future and Now?

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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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

1323 | Supporting ELLs in NYC: Teacher Leadership in a Network Improvement Community

Explore how school- and teacher-leaders from 20 schools in South Brooklyn have come together as a Network Improvement Community to strengthen the support for their English Language Learner students. Unpack how the community utilizes rapid cycles of change (using tools and practices of improvement science) and embedded measures to ground continuous learning both within and across schools. Through examples of school-based cycles and network-wide data, this session will engage participants in the key practices and resources utilized in NYC to foster teacher leadership and continuous improvement in service of strengthening ELL achievement.

Marilyn Stotts, Sam Milder, NYC DOE

Monday, December 3

9:30 a.m. – 11:30 a.m.

1203 | Teacher-Led Improvement Science

Are you committed to closing the opportunity gap and providing all students access to mathematics that allow them to achieve at the highest levels? Hear how four Denver Public school teams partnered with the Professional Learning and Math departments and engaged in peer to peer learning around issues of equity in math classrooms, using the Improvement Science methodology. Leave with knowledge of the structure of the program, measurement plans, the impact on students and how teachers are changing their practice.

Laura Summers, Denver Public Schools

1207 | Persisting through a Learning Cycle: Teacher Leader Perspectives

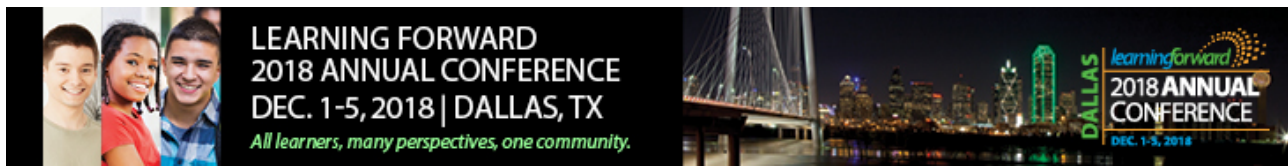
Learn how three teacher leaders in unique contexts persisted through five phases of an adapted learning cycle framework to help peers improve instructional practices. Engage with authentic professional learning scenarios, surface challenges, and apply the framework to identify strategies. Gain ideas and resources for strengthening your abilities to lead peers through critical phases of a learning cycle—reflection and iteration. Leave with an understanding of support needed by teacher leaders and how to scaffold their learning to facilitate learning of their peers.

Tracy Huebner, Center for the Future of Teaching & Learning at WestEd, **Richard Dirksen**, NYC DOE, **E'bow Morgan**, Los Angeles Unified School District, **Elizabeth Ramos**, Chaffey Joint Union HS District, **Michael Savoy**, Teach Plus

1214 | Designing Teacher-Driven Professional Learning That Counts

Discover how teacher-driven professional learning engages teachers and improves their practice, and how TeachingPartners' own teacher-led network helps establish professional learning systems and structures that teachers want to use. Learn how a few essential technologies and tools make it easy for teachers to extend their professional expertise and leadership. Hear directly from teacher-leaders who have helped design professional learning. Gain knowledge of how to integrate teacher-tested professional learning approaches, and how to start working collaboratively with other teachers to share and personalize proven approaches.

Mark Nieker, Vicki Phillips, TeachingPartners



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1215 | Empowering Teacher Leaders in Instructional Improvement

What elements are essential for teacher leaders to effectively lead professional learning teams and support teacher growth? Learn how districts developed an infrastructure of teacher leaders who serve on school leadership teams and facilitate professional learning. Explore the school structures and the teacher training and support that empower teacher leaders to be successful. Leave with action steps for improving your instructional coaching and building professional learning teams using teacher leaders.

Patrice Pujol, NIET, **Rosette Osamba**, Grand Prairie Independent School District

Monday, December 3

2:30 p.m. – 3:30 p.m.



TL17 | When Districts Focus on Leadership, Teachers and Students Benefit

Learn about six school districts that set out in 2011 to develop and support a large corps of highly qualified school principals as part of The Wallace Foundation's Principal Pipeline Initiative (PPI). Explore the highlights of the RAND Corporation's soon-to-be-released study of the impact this work has had on student achievement and teacher retention. Leave this session with information on the effective practices developed in PPI districts, lessons learned, and the work ahead.



Mikel Royal, Denver Public Schools, **Tricia McManus**, Hillsborough County Public Schools, **Nicholas Pelzer**, The Wallace Foundation



Monday, December 3

2:30 p.m. – 4:30 p.m.

1427 | Leading for Deep Learning

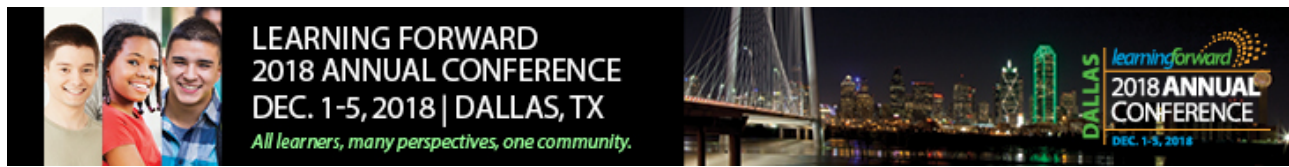
How can we embrace the convergence of the need for change and the opportunity to take action? Learn to reimagine learning for both students and adults so they can thrive in turbulent, complex times. Explore a Deep Learning Framework that provides a pathway for transforming the culture of learning and includes: a set of six global competencies essential for human connection in a digitized world; four elements that combine to foster deep learning experiences; and tools to assess the quality of school/district conditions that propel deep learning. Leave with knowledge from tools, protocols, video and vignettes from seven countries you can use to unleash a powerful learning culture.

Michael Fullan, Michael Fullan Enterprises

1434 | Collective Leadership and Transforming Education Prep Programs

Learn how a partnership among a school district, university, and non-profit can transform education preparation programs so that teachers and administrators learn to lead collectively for school improvement. Explore the research basis for collective leadership, how improvement science fuels organizational learning across diverse and often siloed sectors, and how and why CTQ, Florence School District 1, and the University of South Carolina forged their partnership. Leave with strategies to improve outcomes for P-12 students by building coalitions to transform education preparation programs.

Barnett Berry, Center for Teaching Quality, **Tommy Hodges**, University of South Carolina
Kelvin Wymbs, Florence School District One



HIGHLIGHTED FOR TRENDING TOPICS AND FEATURED PRESENTERS OF 2018

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2309 | Reimagining PLCs: Content/Curricula Inquiry Cycles in Florida

As districts seek to ensure all students receive high quality, standards-aligned instruction, teachers must be provided with high-quality and standards-aligned materials, as well as the support to implement those materials effectively. Examine a professional learning model leveraging a Plan-Do-Study-Act (cycle of continuous improvement used by several districts in Florida). Also examine how a robust, but practical data collection strategy can drive incremental and long-term adjustments. Consider how this model and subsequent lessons learned could be used to strengthen PLCs within your own school or district as well as the practical data collection strategy used to assess its success.

Torrey Palmer, Ben Jackson, TNTP

2310 | Professional Learning Through Curriculum: Promise of Educative Curriculum

Most curricula are designed to promote student learning, but what if we also designed curricula to enhance teacher learning? Learn the features of educative curriculum, how it differs from typical fare, and how it can be a vehicle for school and district improvement. Compare educative and non-educative curriculum, hear a teacher's experience with educative curricula, and try your hand at developing your own educative lessons.

Jacob Minsinger, West Allegheny School District, **Vivian Mihalakis**, Bill and Melinda Gates Foundation, **Anthony Petrosky**, Institute for Learning

Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2225 | (One More Way) Teachers Can Change the World

The AFT Teacher Leaders program has trained nearly 1000 classroom educators on the ins-and-outs of educational policy making and ways to mitigate its unintended consequences for the classroom. Learn how teacher-led action research and advocacy—from school boards to state legislatures—benefit the program's participants and their students, community, and colleagues. Talk with participants who use this program to leverage educational change and foster leadership skills.

Marjorie Brown, American Federation of Teachers, **Zeph Capo**, Houston Federation of Teachers, **Elizabeth Davis**, Washington Teachers Union, **Julie Sellers**, Cincinnati Federation of Teachers

2234 | Personalizing Professional Learning

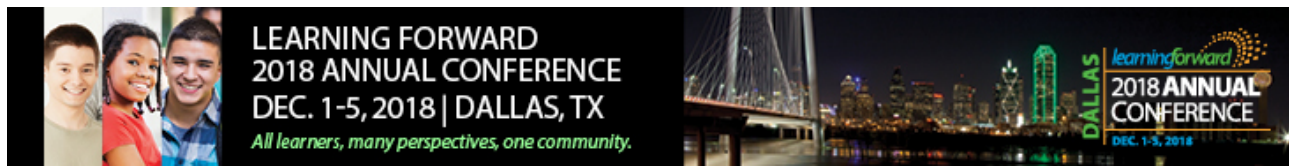
Leveraging the Standards for Professional Learning and Powerful Designs, a very large suburban Illinois district redesigned professional learning to emphasize choice. The professional learning program transformed from a few workshops and instructional coaching into a model in which all staff have choices in their professional learning needs and relevant professional learning models. Learn about the research and design process we used to personalize professional learning in our district and apply them in your school or district.

Robert Lang, Sara Courington, Georgia Hash, Community High School District 99

2240 | Finding Significant Time for Teachers to Collaborate

The hardest part of learning new instructional strategies is finding the time to actually do the work of learning. The best learning takes place in peer groups. The school-by-design process has created up to a day a week of collaboration time. Learn how to analyze your key resources and redesign your schedule so that you get better outcomes for kids and teachers. Leave knowing you can find significant time for teachers to work together (without sending the students home or increasing the budget) during this session.

Cathy Mincberg, Center for Reform of School Systems, **Melanie Pondant**, Longview ISD



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Tuesday, December 4

3:30 p.m. – 5:30 p.m.

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

2427 | Coaching Teams

Learn how to coach teams in two areas: how to work together effectively as a team (i.e., establishing team norms, developing strategies for improving team communication, and monitoring team effectiveness), and how to use protocols for learning, including using video to learn a teaching strategy, analyze a lesson, focus on a theme, develop checklists or a playbook, or collaboratively problem solve.

Jim Knight, Instructional Coaching Group

2435 | The Synergy of Partners: Efficacy

Engage in a dynamic conversation about the development of systemwide professional learning plans. Examine the mindset as well as the nature of networks and pitfalls of organizational isolationism. Join other participants in considering the role of synergy in establishing long-term internal and external partnerships. Begin to design an organizational action plan that relies on activating and supporting individual and collective efficacy.

Karen Beattie, Consultant, **Sherri Prosser**, John Hopkins University

2448 | Rethinking Differentiation

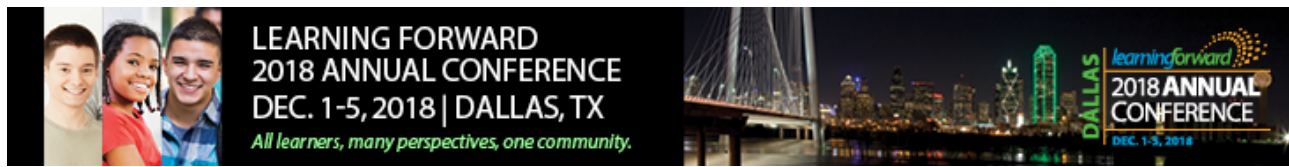
A supervisor or teacher asking whether a lesson is differentiated is the wrong question, argues presenter Kim Marshall. Better to ask: "What are students supposed to be learning? Are these learning experiences the best way for them to learn it? Are all students mastering it?" Consider how best to shift from the time-honored content/process/product approach to differentiation to a focus on unit and lesson planning, lesson execution with checking for understanding, and follow-up with students who aren't yet successful.

Kim Marshall, Marshall Memo

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 in your own context.

Jamey Burns, Educational Consultant, **Shaunte` Duggins**, University of Florida- Lastinger Center for Learning, **Lauren Gibbs**, University of North Florida



HIGHLIGHTED FOR TRENDING TOPICS AND FEATURED PRESENTERS OF 2018

Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3316 | Walking in Your Educator's Shoes: Designing Professional Learning Journeys

Explore ways to design professional learning programs focused on your educators and their current experiences. Learn first-hand how a district with over 14,000 teachers has reimaged educator pathways and shifted professional learning to better meet the needs of all educators. Brainstorm to create personas and journey maps to better understand educator highs and lows throughout the year. Using design-thinking principles, creatively brainstorm opportunities to address issues and develop solutions that align with the Learning Forward Standards for Professional Learning.

Simma Reingold, Education Elements, **Denise Tillery**, Wake County Public School System

3318 | Laughing all the way to a Collaborative Culture

Using laughter in a variety of settings can support the reduction of stress which impedes both student and teacher thinking and learning and create professional community. Supported by research of learning and the brain, this session is designed to create a "feel good" setting triggered by the release of dopamine. Creative improvisation experiences will offer participants strategies which can be duplicated in their own work environment.

Carole Schmidt, **Ericka Harris**, Formerly, South Bend Community Schools

3328 | Focus on Teaching: Using Video for High-Impact Instruction

Once you decide to implement video coaching as part of professional learning, what will the teachers record? How will the coaches facilitate conversations? Based on the book *Focus on Teaching*, this session will focus on how using video as a high-yield strategy for planning instruction and increasing student engagement can be used to support learning. Leave with a blueprint for taking action and transferring field-tested ideas into your own context.

Jim Knight, Instructional Coaching Group

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3220 | HEARTPRINT: Fully Engaging In The PLC Life!

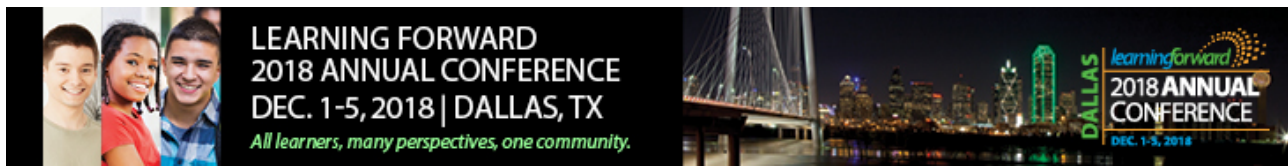
Based on his best-selling book *HEART!*, Dr. Kanold examines a reflect, refine and act process for deepening your work as a professional educator. Explore the neuroscience connected to happiness in the workplace, examine the data on the percent of educators fully engaged in their worklife and discover the relational intelligent of your school culture. Leave understanding the impact on their Heartprint in the PLC culture.

Timothy Kanold, Loyola University Chicago

3238 | TNTP's National Report

Engage in the findings of TNTP's most recent national report, which focused on students' academic experiences in school. Learn how to think about the quality of your own students' academic experiences and some strategies for how to improve those experiences.

Bailey Cato Czupryk, **Cody Keffer**, **Devon Toth Gadow**, TNTP



HIGHLIGHTED FOR TRENDING TOPICS AND FEATURED PRESENTERS OF 2018

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 opportunities with focus on equity.
Genise Henry, Dawn Filer, Rosalyn Hodge, The University of Texas at Austin

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. 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

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, TNTP

3419 | Interdisciplinary PLC in Middle Schools: Supporting Continuous Improvement

Interdisciplinary PLCs help advance teacher practice and support student achievement. Often, however, PLC members become overwhelmed with students' behavioral and social needs and are unable to collaborate to address their academic needs. Deepen your understanding about how to support PLCs in crafting content goals, including how to engage PLCs in professional learning that supports their ability to develop interdisciplinary foci. Join other district and school instructional leaders and PLC members to engage in a process of continuous learning that maintains a focus on academic success for all students.

Krista Morrison, Institute for Learning, **Antonio Farina**, Schenectady City Schools

3420 | Becoming a Learning Team (repeat of 3222)

While many schools use PLCs or other collaborative structures for teacher learning, little information is available that attends to exactly what happens during that collaborative time. With a focus on the day-to-day actions in classrooms between students, educators, and instructional materials, this session will provide an overview of a five-stage teacher team learning cycle, and is based on Learning Forward's recent updated book *Becoming a Learning Team*. Explore steps teacher teams can take toward intentional, collaborative professional learning. Learn about one school's application of the cycle and lessons learned along the way.

Alexandra Fuentes, Learning Forward, **Clara Howitt**, Greater Essex District School Board

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on **Hot Topics and Hot Presenters for 2018.**