

## HIGHLIGHTED SESSIONS FOR CENTRAL OFFICE STAFF

**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

**Sunday, December 2**

**9:00 a.m. – 4:00 p.m.**

### **PC202 | Introduction to Courageous Conversation and Systemic Equity Transformation in Schools**

When district leaders develop deeper understanding of the omnipresent impact of race on their personal, professional and organizational lives, and effectively act on their newfound understandings, lasting change begins. Systemic transformation through a lens of equity is grounded in intentional efforts to create and sustain a culture in which all stakeholders, especially those of Black, Brown and Indigenous descent, discover and produce through their most brilliant and empowered selves. Participants will be introduced to Courageous Conversation, its Protocol and Framework for Systemic Transformation for Racial Equity in schools.

**Glenn E. Singleton**, Pacific Educational Group

### **PC214 | Leadership Skills for the Deep End of the Pool**

No matter what role we play in a school or district, each of us wants to make a difference. Yet, in our interactions we often are left confused and overwhelmed. Participate in this workshop to strengthen your decision-making capabilities, resistance management strategies, and stress tolerance. Leave with cognitive, social, and psychological resources to help you communicate more effectively.

**Jennifer Abrams**, Jennifer Abrams Consulting

**Monday, December 3**

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

### **1109 | Exploring Optional Funding Resources for Strategic Professional Development Efforts**

Even with a great strategic vision for professional development, it may be hard to implement with dwindling budgets. Identify how you can realize your vision through partnerships, resource development (human, in-kind and financial) and grant writing. Leave with next steps to financially support your PD efforts to improve educator effectiveness and student success. Please bring a tablet or laptop.

**Barbara Hopkins**, NEA

**Monday, December 3**

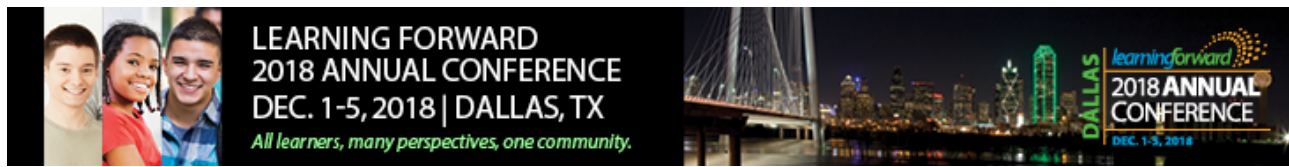
**8:30 a.m. – 9:30 a.m.**



### **TL12 | What Have We Learned About Talent Management?**

Hear how the Holdsworth Center, a Texas-based leadership development center, has partnered with seven public school districts across the state to rethink talent management. Learn how to build aligned systems and structures that identify, develop, place, and support highly effective campus leaders in all schools to better serve students. Join the conversation to share your thoughts about the process, how districts think about talent, and what we've learned along the way.

**Kate Rogers, Lindsay Whorton**, The Holdsworth Center, **Steven Wurtz, Marcelo Cavazos**, Arlington ISD, **Bret Champion, Jenny McGown**, Klein ISD



## HIGHLIGHTED SESSIONS FOR CENTRAL OFFICE STAFF

**Monday, December 3**

**10:30 a.m. – 11:30 a.m.**



### **TL16 | In Search of Distributed Leadership**

Distributed Leadership: What is it? What do we know? What is the evidence? How do we ensure quality, and can this be done at scale? What else do we still need to learn? An interactive panel led by Amy Slamp of the Bill & Melinda Gates Foundation will examine these questions and more. Join panel members to hear more about recent work done to identify the key components of distributed leadership and what they look like in practice.

**Amy Slamp**, Bill & Melinda Gates Foundation, **Jonathan Supovitz**, University of Pennsylvania



**Monday, December 3**

**9:30 a.m. – 11:30 a.m.**

### **1202 | Becoming a Fierce Leader of Race, Equity and Diversity Dialogues**

Learn about the extraordinary challenges that have forced administrators and teachers to navigate multilayered obstacles steeped in issues of diversity and xenophobia in PreK-12 schools. Gain knowledge of how to create and foster an authentic empowering school culture from the descriptions of the process, professional learning, and structures necessary to equip teachers and leaders with requisite skills to prioritize and embrace empowerment for all learners. Leave with a deeper understanding of what it means to be fierce leaders of race, equity, and diversity dialogues.

**Heidi O'Gilvie**, Anne Arundel County, **Taharee Jackson**, Univ. of Maryland

### **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 just 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. Leave with the knowledge of how to integrate teacher-tested professional learning approaches, and how to start working with other teachers to share and personalize proven approaches.

**Mark Nieker**, **Vicki Phillips**, TeachingPartners

**Monday, December 3**

**2:15 p.m. – 3:15 p.m.**

### **SP01 | Making an Impact in the Classroom using Visible Learning Research**

This interactive and engaging session will take participants on a deep dive into some of the key influences captured in John Hattie's Visible Learning research. Learn how Visible Learning can serve as a compass ensuring instructional actions are having a positive impact on the growth and achievement of students. Instructional practices that support surface, deep and transfer learning will be highlighted, and participants will leave with strategies ready for implementation into their classroom the very next day.

**Karen Flores**, Corwin, A SAGE Publishing Company

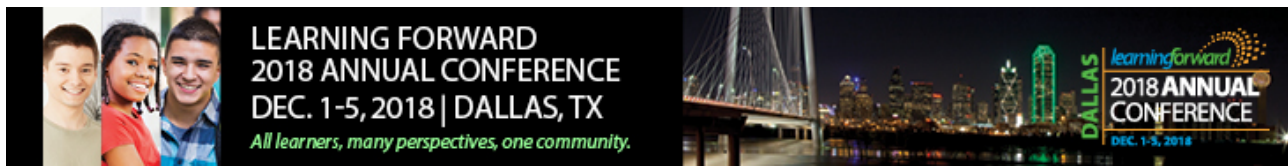
**Monday, December 3**

**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



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### 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**

**9:30 a.m. – 10:30 a.m.**



### **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, they utilize 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**, LINC, **Jen Goldberg**, Brooklyn North High Schools

**Tuesday, December 4**

**8:30 a.m. – 11:30 a.m.**

### **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 & Melinda Gates Foundation, **Anthony Petrosky**, Institute for Learning

### **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. 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

### **2321 | Nine Effective Uses of Assessments in Classrooms and Schools**

Testing has come under fierce attack in recent years, but classroom assessments are at the heart of effective teaching and learning. When used as tools focused on student learning, these assessments are key to addressing troubling equity issues in schools. Explore nine ways that assessments are used by the most effective teachers to show progress, areas of need, and what's working in classrooms. Deepen your understanding of the conditions that support successful application of all nine strategies. See how assessments, under those conditions, can drive continuous improvement, high levels of student learning, and reduction in the achievement gap.

**Kim Marshall**, Marshall Memo



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**Tuesday, December 4**

**9:30 a.m. – 11:30 a.m.**

### **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 PL 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

**Tuesday, December 4**

**3:30 p.m. – 5:30 p.m.**

### **2407 | Teaching (and Reaching) ALL Children!**

Learn how a county school district has developed model sites where special education and general education teachers collaboratively plan standards-based instruction that incorporates Universal Design for Learning. Observe and reflect upon collaborative planning at a model site to deepen your understanding of UDL principles and strategies. Practice applying a protocol for structuring collaboration between general education and special education. Leave with resources to support collaboration efforts in your own school and district.

**Kelly Wulf**, Berkeley County School District

### **2427 | Coaching Teams**

Participants in this session will 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

### **2442 | Ensuring Successful Implementation of Change**

Innovations come and go, often with little to show for all the effort and money. Examine why initiatives fail or succeed by analyzing the research-based instruments from the Concerns Based Adoption Model: Levels of Use of the Innovation and Stages of Concern. Review diagnostic tools to understand how teacher readiness plays a major role in creating sustained improvement. See how the Levels of Use and Stages of Concern interact to provide data that leaders can use to support teachers throughout implementation of a change.

**Kay Cornell**, Education Connections

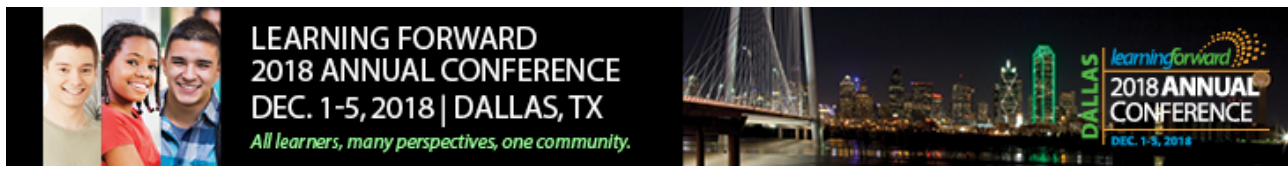
**Wednesday, December 5**

**7:45 a.m. – 10:45 a.m.**

### **3304 | Building Comprehension Muscle for ELs**

This research-based interactive session will engage participants in building an understanding of the features of complex and engaging texts for English Learner students, including what makes a text rich and worthy of study. Experience selecting and evaluating texts and crafting a comprehension lesson that utilizes questioning and vocabulary instruction to build a foundation to support additional analysis and interpretation work.

**Rosita Apodaca, Sara DeMartino**, Institute for Learning



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Wednesday, December 5

8:45 a.m. – 10:45 a.m.

### **3202 | ESSA Professional Learning and Teacher Effectiveness Mandates: Using Teacher Data to Drive Instructional Improvements**

Use ESSA to focus your instructional supervision on teacher growth and student learning rather than compliance. Reevaluate purpose, effectiveness, analysis of ALL data in your instructional supervision model using current forms of professional development: social media, PLCs, PLNs. Leave with data analysis technology tools to help you design opportunities for PL for teachers and coaching by administrators.

**Fred Scott, Lisa Andrejko**, TalentEd at PeopleAdmin

### **3204 | Insight: Professional Learning for Meta-Cognitive Teaching**

Explore the role of insight in addressing the question, “What does engaged learning look like?” Connect with Hattie’s research on Visible Learning and Mindframes to address the problem of assessing positive impacts on student learning. Discover a model of collaborative professional learning that can help you learn how to maximize the occurrence of insight for students and improve student results.

**Alexandra Gillis**, British Columbia Ministry of Education, **David Wilkie**, SD39 Vancouver School Board

### **3228 | Teachers as Reflective Practitioners: Harnessing Reflective Conversations as a Tool for Professional Growth**

Follow one district’s journey as they set out to provide a productive, trusting environment to engage in continuous professional learning through reflective conversations. Learn how to elevate teacher voice and how to “talk about instruction” with a lens on improvement, growth and peer mentorship. Investigate how this type of teacher centered PL experience enhances trust and fosters a culture of reflective practice.

**Sarah Hayden, Beth Elliot, Shannon Parvankin, Samantha Salvitelli**, Gresham-Barlow School District

### **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.

**Joel DiBartolomeo, Karen Kunsu, Jeff Nexbitt**, School District of Haverford Township

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

### **3401 | Student Voice as Data: The Impact of Student Perception Surveys**

Attend this workshop and take a look into student perception data. Examine surveys and tools that grow your understanding of student perceptions and explore how employing these measures can make a powerful impact on classroom practice and inform teacher growth and development.

**Holli Hanson, Nasue Nishida**, Center for Strengthening the Teaching Profession, **Mary Snyder**, Steilacoom Historical School District, **Sue Anderson**, WA Office of Superintendent of Public Instruction

### **3430 | Keep Great Teachers in the Classroom!**

Learn how a large district in Dallas-Ft. Worth area is investing and empowering classroom teachers. Explore a program that allows teachers to advance professionally and financially while building teacher capacity, creating teacher ownership, transforming knowledge into classroom practice and improving student performance.

**Karen Nix, Jennifer Morris, Debi Tanton, Susan Williams**, Mesquite ISD

Please see [conference.learningforward.org/program](http://conference.learningforward.org/program) for a complete program and [lfp.learningforward.org/session-selection/find-a-session.cfm](http://lfp.learningforward.org/session-selection/find-a-session.cfm) for additional sessions recommended for Central Office Staff.