Saturday, December 1 9:00 a.m. – 4:00 p.m.

**PC101 | Using Collaborative Inquiry to Accelerate Culturally Responsive Practices**

Schools are concerned about the chronic nature of achievement gaps for traditionally marginalized students. To address this concern, join this session to develop understanding about how to use a collaborative inquiry process to implement culturally responsive practices that leverage students’ cultural and linguistic assets and accelerate diverse students’ capacity for rigor. Examine case studies using the Collaborative Analysis of Student Learning, a professional learning process, and an instructional guide.

**Amy Colton**, Center for Collaborative Inquiry, **Rosalyn Shahid**, Wayne Regional Service Agency

**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. Join us to 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 and processes 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, thereby making coaching possible.

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

Sunday, December 2 9:00 a.m. – 4:00 p.m.

**PC201 | Becoming a Learning Team**

Based on the latest book in Learning Forward’s “learning series,” this session focuses on the actions of the profes­sional learning team in the application of a five-stage cycle of continuous learning. Participants will explore case studies and learn about ideas and actions that result in learning teams that experience and model professional learning that is long term, sustained, and standards driven; grounded in a cycle of continuous improvement; and capable of inspiring all to take responsibility for the learning of every adult and student in the school. Authors, Stephanie Hirsh & Tracy Crow, will be available for a special book signing.

**Kelly Baugh**, **Gretchen Polivka, Dwayne Young**, Fairfax County Public Schools

**PC211 | Professional Learning to Promote Teacher and Student Agency: A Teacher-led, Video-based Model**

Educators know that collaborative professional learning strengthens instructional practice and enhances student learning, but in reality, collaborative learning does not always lead to improved practice. Explore a transformative professional learning model that uses continuous improvement cycles, teacher-led video study of classroom practice, and student-facing rubrics. Learn key practices for site-based collaborative learning, including how to integrate classroom video and strategies that promote teacher and student agency.

**Nancy Gerzon**, WestEd

Monday, December 3 8:30 a.m. – 11:30 a.m. & 2:30 p.m. – 4:30 p.m.

**1101 | What Teacher Teams Do to Maximize the Power of Formative Assessment**

Unleash the power of teacher teams by facilitating deep learning and application of a four-step formative assessment cycle, where teachers: 1) clarify learning targets and success criteria for themselves and their students; 2) infuse formative assessment throughout their instruction; 3) analyze student work frequently and in depth; 4) and provide timely, targeted feedback, reteaching, and extension. Leave with activities for building your expertise in each of these high-impact steps.

**Nancy Love**, **Nina Smith**, **Robin Whitacre**, Research for Better Teaching

Monday, December 3 9:30 a.m. – 11:30 a.m.

**1217 | Teaching Amplified: Building a Culture of Coaching in your School**

How do you build a culture of coaching in an entire organization that amplifies teaching? Learn how one district grew its culture into a wall to wall coaching program through positive relationship building and strategic program development. Learn strategies for trust building at the individual and organizational level consider applications for your own setting. Develop an action plan for steps you can take to develop, grow or enhance your instructional coaching model and relationships.

**Laura Kirshner**, **Greg Reuhs**, **Kristi Ryken**, Maine Township District 207

**1223 | Tools and Training: Leveraging Video for Powerful Coaching Conversations**

Learn how structures, tools, and technology are combined to prepare school-based coaches to enhance their coaching cycles using videos of lessons as a powerful artifact of practice. Witness how one coach initiated video-as-catalyst in her school to assist teachers' study and facilitation of rigorous text discussion. Engage in analysis of coach-teacher conferring based on video, examine coaching tools, and practice coaching moves that foster collaboration and reflection. Leave with knowledge of how to use video to leverage powerful coaching conversations.

**Dena Zook-Howell**, Institute for Learning, **Annine Crystal**, Guilford County Schools

Monday, December 3 2:30 p.m. – 4:30 p.m.

**1413 | Differentiated Coaching for Deeper Implementation**

When implementing a new initiative, why do some teachers excel while others merely comply? Learn how to use Differentiated Coaching by understanding your own approaches to teaching and learning and how they impact students. Take the first steps toward teacher-centered and student-centered coaching by understanding the research and factors necessary to engage all students in high-level thinking. Leave with steps you can use to improve implementation of high-level tasks and to coach others in doing the same.

**Jane Kise**, Differentiated Coaching Associates

**1417 | Creating an Instructional Playbook**

Creating an instructional playbook (a concise description of teaching strategies that coaches can share with teachers to help achieve goals for students) is vital in making instructional coaching more effective and transparent. Examine the process in Jim Knight’s *The Impact Cycle* and review a model playbook. Learn to create a playbook to meet the needs of teachers and students in schools. Leave with an awareness of how to effectively share playbook strategies with teachers.

**Ann Hoffman**, **Michelle Harris**, **Sharon Thomas**, Instructional Coaching Group

Tuesday, December 4 7:30 a.m. – 8:30 a.m.

**NW03 | Networking for Coaches and Teacher Leaders**

Meet with other coaches and teacher leaders and share something you’ve learned at the conference that will impact your practice. Consider teachers’ roles in schools and districts and how best to advance teaching and learning. Share next steps you will take when you return to your school or district.

**TC03 | Leveraging Online Learning for a District Equity Education Program**

Learn how Broward County Public Schools launched a comprehensive online professional learning initiative to support the development of district and school-based equity plans that provide equitable opportunities for all. Understand how BCPS leverages online tools to support Equity Liaisons who promote culturally responsive teaching, bias reduction, and create relevant solutions to address opportunity gaps and persistent educational disparities based on race, ethnicity, language, religion, or gender orientation.

**Tom Albano**, Broward County Public Schools, **Sophia Thwaites**, PCG Education

Tuesday, December 4 9:30 a.m. – 11:30 a.m.

**2228 | Partnering to Evolve the School Learning Community**

Learn how a principal and coach partnered to adapt a school's learning community from one that was focused heavily on data teams to one focused on building and sustaining a culture of learning through multifaceted professional learning communities. Examine the systems, structures, and decisions that were key elements in shifting the focus. See how the focus on continuous learning has strengthened the staff's collective responsibility for both student and teacher learning.

**Tim Wickard**, **Nicole Caulfield**, MSD of Wayne Township

**2241 | Coaching and Mentoring in a Video World**

Examine the current research around how video can be a powerful tool to support educator professional development and test out an online video platform. Experience specifically how Volusia Center for Excellence in Education (VCEE) uses video technology to support and train pre-service candidates. Learn the advantages of using video for coaching and mentoring, current best practices in the field, and how to overcome the challenges associated with this innovative technology.

**Courtney Williams**, Torsh

Tuesday, December 4 3:30 p.m. – 5:30 p.m.

**2418 | So You're Saying There's a Chance**

Are you looking for a way to focus on the work of collaborative teams and student learning, so that evaluation and coaching are not at odds? Discover how to coach teams through a process that integrates and simultaneously supports individualized teacher learning, evaluation, and high levels of student learning. In this session, participants will see how the “25-minute team professional growth plan” guides professional learning, integrates feedback and evaluation data to help teachers grow, and measures their impact on learning.

**Robert Proffit**, **Cheri Stevenson**, Washington County School District

**2428 | Gift of Coaching II**

A powerful coach requires skill that is best developed by experiencing and observing coaching firsthand. Members of Results Coaching Global are providing the gift of coaching in a 1:1 setting. Give yourself time to explore your confidential goals and dreams. Imagine the possibilities: a goal made clear, a plan evolved, multiple solutions for a tough situation.

*NOTE: This is a not a typical concurrent session and is offered as a service for conference participants.*

*Session is limited to 12 participants. Repeat of 2221; repeated as 3218, and 3414.*

**Karen Anderson**, **Gail Hartin**, **Kathryn Kee**, **Lloyd Sain**, **Reba Schumacher**, **Pam Smith**,

Results Coaching Global, LLC

**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

**2458 | Coaching for ALL - Want to Improve Student Success? Focus on Adult Learning to Create Collective Efficacy**

Imagine a school where every teacher, every year, has a personalized instructional coaching plan. In this session, you can join other participants to focus on how an Illinois suburban district develops collective efficacy using an adult learning model focused on a culture of coaching. Review strategies for implementing and scaling a systemwide adult learning model and develop action steps to implement a model in your own district.

**Ken Wallace**, **Jill Geocaris**, Maine Township District 207

Wednesday, December 5 7:45 a.m. – 10:45 a.m.

**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.

**3239 | Intentional Coaching to Grow and Retain New Teachers**

Strengthen your ability to equip new teachers with the fast-start skills they need to avoid common pitfalls the first year of teaching. Learn the four steps of the Coaching Cycle that ultimately propel student achievement through increased teacher capacity. Transform teacher retention through increased collaborative coaching while strengthening new teachers’ confidence and effectiveness in the classroom. Leave with tools, templates, and technology tips that facilitate new teacher growth and retention.

**Robyn Dellamura**, **Rebecca Phifer**, Fort Worth ISD

Wednesday, December 5 1:00 p.m. – 3:00 p.m.

**3424 | Blended PD: Leveraging Tech and Video to Support Educator Growth**

The data are clear: Traditional PD models aren't working. Recent research suggests that PD (and more specifically, instructional coaching) is most effective when it's proximate, frequent, and sustained. Examine how "blended" models of PD leverage technology and video to enable effective, job-embedded professional learning. And in addition to being more cost effective, teachers like it!

**Anthony Fitzpatrick**, Haddon Township School District, **Michael Moody**, Insight ADVANCE

**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 for Coaches.**