



HIGHLIGHTED SESSIONS ON INSTRUCTIONAL MATERIALS AND CURRICULUM

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

PC107 | Creating a Common and Actionable Mathematics Vision

Meaningful change is a team effort and Innovation Configuration (IC) maps can serve as tools to support the work of instructional leaders in their efforts to promote deep mathematical understanding in students. Learn about ways IC maps, rooted in research-based mathematics teaching practices, can provide opportunities for purposeful reflection on progress, inform action plans based on teacher and student learning needs, and support dialogue and ongoing learning designed to build a stronger instructional program.

Katey Arrington, Shelly LeDoux, Charles A. Dana Center at the UT Austin

PC108 | NexGen TIME: A Toolkit for Instructional Materials Evaluation Focused on Professional Learning for Next Generation Science

Learn about a suite of tools and processes designed to help you select and support the enactment of instructional materials for next generation science. Engage in a mock selection committee to learn to analyze instructional materials based on important look-fors in high-quality instructional materials. Dig into resources that support leaders, first, in preparing for the selection process and, then, planning to monitor and support the effective use of materials in classrooms.

Jody Bintz, BSCS Science Learning

Sunday, December 2

9:00 a.m. – 4:00 p.m.

PC204 | Top 5 Things to Know When Observing and Coaching for the Standards and Shifts

What are the most common questions leaders and coaches ask about engaging in classroom observations in mathematics? Gain insights from the UnboundEd team, which has led immersive trainings with educators from around the country. Hear about the top five things keeping school leaders up at night when it comes to observing and coaching related to the standards and shifts. Learn how to add more meaning to the observation process by better understanding what's important and where to focus. Following the panel discussion, use a classroom video to practice observing and coaching the shifts and standards-aligned instruction.

Lacey Robinson, Lakisha Covert, UnboundEd



Monday, December 3

8:30 a.m. – 9:30 a.m.



TL11 | Improving the Instructional Core: Content-Rich Curriculum and Professional Learning

Learn how to improve student learning at scale by focusing on the use of high-quality curricula supported by effective professional learning. Review research-informed strategies for selecting and implementing educative instructional materials. See how to design curriculum-based professional learning that can transform teaching in the classroom. Explore how teachers can deepen their pedagogical content knowledge using a high-quality curriculum.

Jim Short, Carnegie Corporation, **Silas Kulkarni**, Teaching Lab, **Lacey Robinson**, UnboundEd



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Monday, December 3

9:30 a.m. – 10:30 a.m.



TL14 | Reaching ALL Students: Leveraging Instructional Materials for Change

Explore the evidence that shows standards-aligned instructional materials combined with curriculum-based professional development are associated with a statistically significant increase in student learning and teachers' understanding of academic standards. Join this session to hear how educators are leveraging professional learning anchored in a system that includes strong, high-quality instructional materials to provide access to college- and career-ready standards for ALL students.

Eric Hirsch, EdReports

Monday, December 3

9:30 a.m. – 11:30 a.m.

1210 | Data-based Decision-Making for Instructional Materials Implementation

How do districts overcome the challenge of implementing new materials and ensuring that new materials are ACTUALLY being used? Experience how Hastings Public Schools uses the Executive Leadership Program to build the capacity of a core group of teachers to lead the implementation of new curriculum materials. Leave with a sample implementation plan focused on the systematic collection of balanced data to inform ongoing professional learning.

Chad Dumas, Jason Cafferty, David Essink, Lawrence Tunks, Hannah Vacek, Lexi Wichelt, Hastings Public Schools

Monday, December 3

2:30 p.m. – 4:30 p.m.

1421 | The How, What, and Why of OER to Transform Teacher Collaboration

Learn how Open Educational Resources (OER) are changing how we use instructional materials for teaching and learning, as well as transforming teacher collaboration. Discover the benefits of the transition to OER that can lead to a more focused curriculum, powerful teacher collaboration, and increased equity to improve student learning. Leave with resources to begin your own OER transition.

Jeanette Westfall, Liberty Public Schools, **Kristina Ishmael**, New America, **Diana Laufenberg**, Inquiry Schools

1439 | Multiple Perspectives to Build a Complete Vision

Engage with members of Learning Forward's Student Success Learning Network to explore their use of the Plan-Do-Study-Act cycles and implementation science to solve problems of practice. Learn from one team that is working together to build a three-dimensional view of how to support students who traditionally underperform in Algebra I. Leave with ideas for strategically testing interventions that lead to greater student learning.

Shannon Jackson, Shaun Kelly, Rob Speas, Knox County Schools

Tuesday, December 4

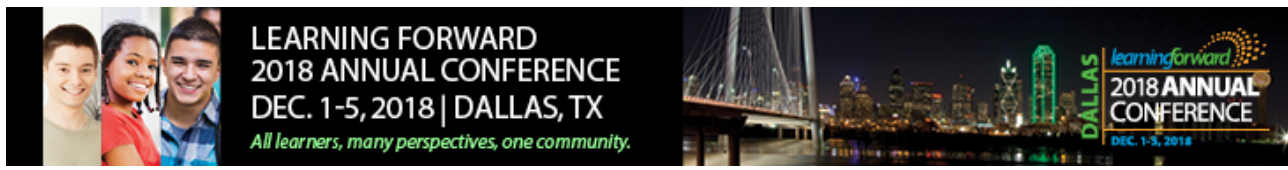
8:30 a.m. – 9:30 a.m.

TL21 | Systems for Success: Case Studies Show How Teacher Leadership Can Achieve the Dual Goals of AP Access and Success for Underserved Students



Learn how schools and districts respond to appeals to expand access for students traditionally shut out of college-level courses such as Advanced Placement (AP). Gain knowledge of effective methods of improving access and success that have included teacher voice and leadership. Explore the practices of two diverse high schools that have achieved the dual goals of enrolling more students of color and low-income students in AP courses and increasing the percentage of students passing the associated exams.

Lillian Lowery, The Education Trust



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Tuesday, December 4

9:30 a.m. – 10:30 a.m.

TL23 | Leveraging Curriculum & Teacher Leadership to Improve Student Learning

Leading states and districts are leveraging a powerful, yet under-examined, lever for improving student outcomes that is low cost and high impact: curriculum. There is emerging evidence that content-rich, standards-aligned, and high-quality curricula can powerfully influence student achievement. During this session, participants will learn about the strategies bold district and state education leaders are using to ensure high-quality standards are matched with high-quality and engaging instructional materials and meaningful teacher leadership opportunities that will lead to improved student outcomes.



Derrick Chau, Los Angeles Unified School District, **Sara Alwan**, Chiefs for Change, **David Hardy**, Lorain School District, **Scott Muri**, Spring Branch ISD

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2320 | Next Generation Professional Learning

New learning models and systems **MUST** be designed with students in mind. In this session, 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 ISD

Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2222 | Sharpen Your Instructional Toolkit: Transform Curricular Walkthroughs

Build your administrative team's circle of influence by engaging in candid and deliberate conversations about instructional leadership capacity, with an intentional emphasis on teaching practices and student learning. Highlight areas of strength and growth for professional development and share best practices. Plan walkthroughs to help leaders become more familiar with their school's implementation of the adopted curriculum (including gaps and trends), teacher's instructional practices, and their role as instructional leader.

Violeta Katsikis, **Scott Goldthorp**, **Farrah Mahan**, **Michelle Smith**, Cherry Hill Public Schools

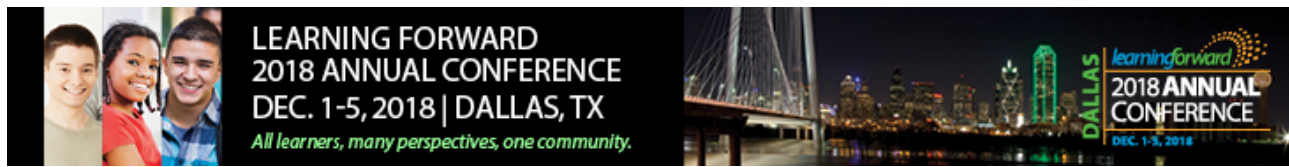
Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2412 | History and Civics: A Systems Implementation of PBL

Learn how to shift a system to project-based learning by combining innovative social studies projects aligned to the C3 Framework and a robust professional learning system. Engage students in understanding multiple perspectives, evidenced based practice and civic debate. Leave this session with clarity on how you can impact your system by collaboratively developing curriculum through a design-based research approach.

Adrienne Dickinson, Educurious, **Chris Carter**, STRIVE Preparatory Schools



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2424 | Advancing Equity With Open Educational Resources (OER)

Equitable access to high-quality classroom resources that are aligned to standards, inclusive, and relevant is critical to supporting student success. Open Educational Resources (OER), and Open Educational Practice (OEP), bring effective systemwide and teacher-led approaches to address growing needs for curriculum improvement to engage all learners. This session introduces a professional learning model for integrating OER and new practices to address equity at district, school, and classroom levels and offers hands-on practice using digital tools for collaborative curriculum improvement within PLCs.

Megan Simmons, ISKME

2425 | 20/20: Making Learning Visible For Students Starts with Teacher Clarity

If you asked teachers, "What are you teaching today and why are you teaching it?" how much consistency do you think you'd find among teachers teaching the same subject or in the same grade level? According to Hattie's research, teacher clarity has an effect size of .75! Explore the essential elements of teacher clarity and develop tools that will empower teachers in the process of defining clarity in a continual, collective way. Take away a process that may let you have a curriculum that is not merely stored on a shared hard drive, but is alive and accessed regularly as staff and teacher teams continue to define their clarity.

Kelli Campbell, Kent Intermediate School District

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. Select and evaluate texts and craft 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

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3212 | Educative Curriculum: One School's Journey to Transform Instruction

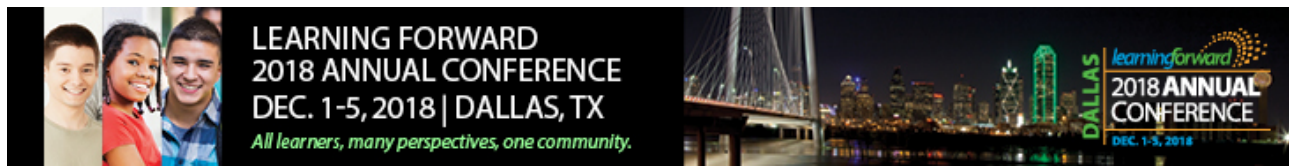
Learn how one school is transforming instruction using their curriculum as a catalyst for teacher learning and increased equity and accessibility for students. This session will tell the story of how these teachers were empowered by their use of curriculum to reframe their focus on student thinking and learning. Leave with tools for examining your own curriculum and specific ways to empower teachers to partner with their curriculum.

Lauren McCaw, Manatee County Public Schools, **Claire Riddell**, Center for the Collaborative Classroom

3222 | Becoming a Learning Team (repeated as 3420)

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.

Clara Howitt, Alexandra Fuentes, Learning Forward



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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 or supporting learning. Examine a design for structuring coaching opportunities with a focus on equity.

Genise Henry, Dawn Filer, Rosalyn Hodge, The University of Texas at Austin

3413 | Curriculum-Embedded Assessments to Drive Instructional Change

Join presenters and participants to discuss the knowledge, skills, and tools needed to track implementation with attention to fidelity of teachers' uses of curriculum maps and student mastery of specific standards. Learn how one district developed precise assessments aligned to district curriculum maps and state standards, allowing teachers to enrich or reteach to address specific student needs. Leave with a better understanding of how to align your own district curriculum maps to student assessment to identify specific professional learning goals and address student academic needs.

Christine Nodler, Jose Jacobo, Atlantic City Public Schools

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

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on Instructional Materials and Curriculum.