

## HIGHLIGHTED SESSIONS FOR PRINCIPAL SUPERVISORS

**Saturday, December 1**

**9:00 a.m. – 4:00 p.m.**

### **PC105 | Becoming a Learning Principal**

When principals learn, teachers learn. According to Paul Manna, William & Mary, (2015) principals, through their actions, strongly shape the culture that inspires teachers to stay and can be powerful multipliers of effective teaching and leadership practices in schools. Participants will explore strategies principals use for becoming advocates for their own learning, building communities of learners in a cycle of continuous improvement, giving precise feedback and distributing leadership. They will explore the role of district leaders in building a learning agenda for principals and engaging them in a community of learners. This session will be based on the new Learning Forward book, *Becoming Learning Principals* by Kay Psencik and Fred Brown.

**Kay Psencik**, Learning Forward, **Stephanie McBride**, Clear Creek ISD

**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. Join this highly interactive session, which uses video, simulations, vignettes, and case examples, to explore deep learning and strategies to develop cultures of learning for whole system change. By examining rich exemplars, you will gain insights into innovation for transforming learning and leadership.

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

**Monday, December 3**

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

### **1105 | Coaching: The New Face of Supervision**

Learn from neuroscience research from the NeuroLeadership Institute and HCI, Human Capital Institute that reports that mindset and skill requirements for supervisors has dramatically changed in the past five years. Build capacity to dramatically shift thinking about the role of supervisor using the most powerful, essential and effective skills for supporting real change, growth and RESULTS - the skills of being a "coach leader." Leave with a transformed mindset of supervision.

**Kathryn Kee**, **Karen Anderson**, **Vicky Dearing**, **Frances Shuster**, Results Coaching Global

**Monday, December 3**

**9:30 a.m. – 10:30 a.m.**



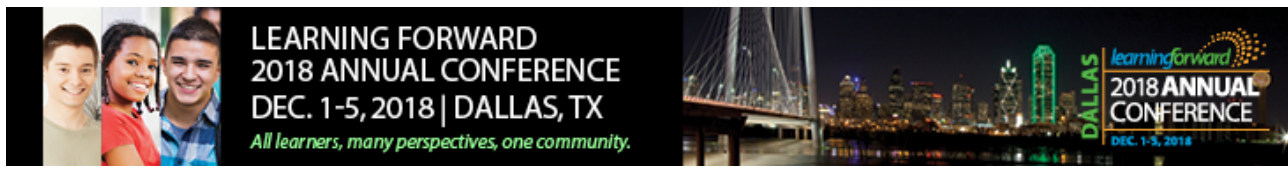
### **TL13 | Principal Talent Management: Keeping Our Principals**

Get an update on the George W. Bush Institute's School Leadership Initiative, where four districts are working to improve how they prepare, support, and keep their most effective school principals.



Reviewing progress half way through a three-year initiative, the team will share lessons learned about readiness factors and first steps in improving principal talent management in a district. The Bush Institute will share tools created for the four districts, including a principal evaluation guidebook and effective implementation tools.

**Anne Wicks**, **Ann Clark**, The Bush Institute



## HIGHLIGHTED SESSIONS FOR PRINCIPAL SUPERVISORS

**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

### **1212 | Transforming Principal Leadership through a Collaborative Learning Process**

Join leaders from a fast-growth school district in Texas who supervise and support building principals as they share their framework for fostering increased principal collaboration and instructional leadership through the design of Learning Cycles. While focusing on key elements of curriculum, instruction and assessment, dive into strategic processes that foster deep collaboration with principals, central office leaders and teachers to enhance instruction and close achievement gaps across the organization. Leave with the knowledge of how to design structures that will move your organization and professional learning forward.

**Michael Griffin, Stephanie Espinosa, Logan Faris, Robert Thornell**, Northwest ISD

### **1222 | Supporting Principal Development through Micro-credentials**

Principals are critical to the instructional success of a school. And while getting pre-service principal training right is essential, continued support for school leaders after they're hired is equally important. Discuss how competency-based micro-credentials are being leveraged to provide ongoing support, training, and coaching for school principals. Gain a better understanding of how micro-credentials work and how they are being used to support principal development. Leave with a headstart on earning your first micro-credential.

**Leeann Bartee**, Region 13 Education Service Center, **Allison Powell**, BloomBoard

**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



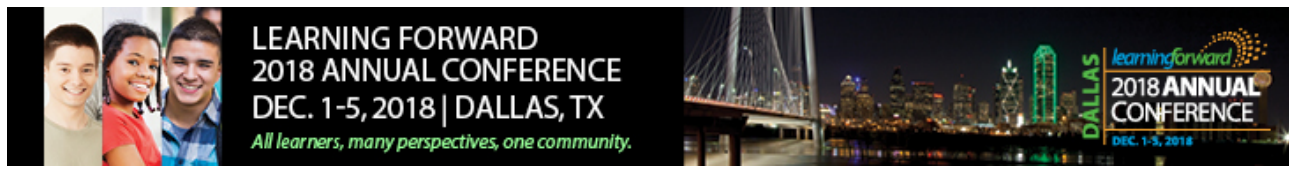
**Monday, December 3**

**2:30 p.m. – 4:30 p.m.**

### **1403 | Monitoring Accountability: Staying On Track with Improvement Efforts**

Learn about an accountability process that holds administrators responsible for their student data on a regular basis. Reflect on the data protocols you have in place at your school and how they align with your improvement plan. Determine which metrics make the biggest impact on your improvement efforts that will help your school go to the next level. Leave with an evaluation process that reflects your improvement plan and the needs of the school.

**Gregory Kibler, Timothy Filipovich, Amanda McGinnis, Krish Mohip, Christine Sawicki**, Youngstown City Schools



## HIGHLIGHTED SESSIONS FOR PRINCIPAL SUPERVISORS

### 1430 | The Principal's Role in Leading Professional Learning

How do principals play a pivotal role in supporting teacher learning in the spirit of reciprocal accountability? Hear from the authors of the new book, *Leading for Professional Learning: What successful principals do to support teaching practice*. Learn about key frameworks and practical tools designed to guide leaders' work in observation, determining the need, sponsoring and following up on teacher professional learning. Leave with an analysis of your existing professional learning leadership practice in relation to a middle school case study that identified how the school principal successfully supported teacher learning.

**Dr. Anneke Markholt, Dr. Stephen Fink, Dr. Joanna Michelson**, Center for Educational Leadership, University of Washington

**Tuesday, December 4**

**9:30 a.m. – 11:30 a.m.**

### 2203 | Building an Equity Pipeline Through School-based Leadership

Examine how the design of multiple pathways for school-based administrators' learning ensures equity by providing high-quality, job-embedded professional learning that makes a positive impact on teacher growth and student achievement. Reflect on professional learning and examine ways to ensure that individual needs are met. Highlight the presence of equity in professional learning activities in your division and the impact of these opportunities on your system.

**Paulette France, Donald Robertson Jr**, Virginia Beach City Public Schools

**Tuesday, December 4**

**3:30 p.m. – 5:30 p.m.**

### 2430 | Touch Points: Leadership Coaching Conversations that Drive Results

Building leadership capacity in others is a core competency of game-changing school leaders. The principals we work with are on a quest to become more effective and efficient at developing leaders on their campuses but often admit they struggle to set clear expectations, to delegate responsibilities, to monitor progress, and/or to hold others accountable. To support principals in these areas, the Touch Point Protocol is a weekly coaching conversation between the principal and a developing leader that ensures both leaders consistently act based on priorities, develop teacher capacity in core areas of need, and drive targeted student outcomes.

**Melissa Monaco Phillips**, Teaching Trust, **Scott Hudnor**, Big Rock Educational Services

### 2442 | Ensuring Successful Implementation Of Change

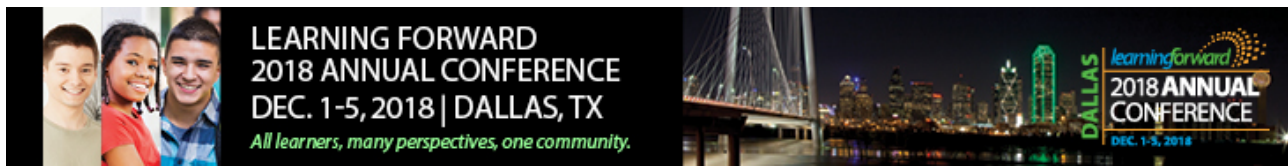
Innovations come and go, often with little to show for all the effort and money. Examine reasons why initiatives fail or succeed by analyzing the research-based instruments from the Concerns Based Adoption Model (CBAM): Levels of Use of the Innovation and Stages of Concern. Review these diagnostic tools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

**Kay Cornell**, Education Connections

### 2460 | Closing the Achievement Gap Through Collaboration, Determination, and Grit

Learn how a very large southern California district has implemented a process that combines district staff, learning community leadership, and school administration into a collaborative team addressing the needs of schools deemed at risk. Receive and review resources that show how this partnership provides targeted and intensive support to assist schools in building capacity of the school-based administrators, school-based coaches and classroom teachers through classroom walks, data reviews, collaborative planning and targeted professional development.

**Rob Bixler, Maria Vazquez**, Orange County Public Schools



## HIGHLIGHTED SESSIONS FOR PRINCIPAL SUPERVISORS

**Wednesday, December 5**

**7:45 a.m. – 10:45 a.m.**

### **3315 | Coaching Principals to Determine and Monitor Instructional Priorities**

Experience a proven method of district level support that includes tiering of schools to provide appropriate level of support, data chats, one on one coaching, and instructional learning walks. These walks provide non-evaluative feedback on the instructional priorities, and allow the schools to constantly monitor their progress. Learn how to coach building leadership teams to determine and monitor data-driven problems of practice and instructional priorities throughout the school year.

**Michelle Fitzgerald, Amber Cronin, Matt DiPrima, Lizanne Ippolito**, Hillsborough County Public Schools

**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. Take the time to reevaluate purpose, effectiveness, analysis of ALL data in your instructional supervision model using the most current forms of professional development: social media, PLCs, PLNs. Leave with data analysis technology tools to help you design opportunities for professional learning for teachers and coaching by administrators.

**Fred Scott, Lisa Andrejko**, Ed.D., TalentEd at PeopleAdmin

### **3218 | Gift of Coaching III**

Looking for a different kind of session? Well, here is one just for you - experience being coached by a credentialed coach while experiencing and observing coaching firsthand. Imagine the opportunity to have a goal made clear, a plan evolved, or to generate multiple solutions for a tough situation. All participants will experience personalized, just-in-time coaching tailored to the current stage in their careers.

**Karen Anderson, Gail Hartin, Kathryn Kee, Lloyd Sain, Reba Schumacher**, Pam Smith Results Coaching Global, LLC

### **3223 | Observers as Learners: Instructional Rounds in San Antonio ISD (TX)**

Learn how San Antonio Independent School District (TX) is using Instructional Rounds to both support schools and as a professional learning tool for school leaders. Explore the powerful learnings and unexpected outcomes and how the process was expanded in year two. Learn about the collective efficacy developed within schools and across the district, and strategize how to apply the lessons learned to your own context.

**Stefani Hite**, Tigris Solutions, **Carl Scarbrough**, San Antonio Independent School District

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 Principal Supervisors.