

HIGHLIGHTED SESSIONS FOR STATE AND PROVINCIAL EDUCATION AGENCIES

Saturday, December 1

9:00 a.m. – 4:00 p.m.

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

Gain insights from the UnboundEd team 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 a panel discussion, use video to practice observing and coaching the shifts and standards-aligned instruction.

Lacey Robinson, **Lakisha Covert**, UnboundEd

PC205 | Assessing Impact: Design evaluations for high-impact professional learning programs

With increasing accountability pressure for evidence-based strategies and ever-tightening budgets, district and school leaders want to make sure that their investments of time, effort, and resources in professional learning result in educator effectiveness and student achievement. Gain understanding of the critical role of evaluation in bolstering the effectiveness of professional learning and retaining stakeholder support for continuous educator development. Leave empowered to produce more powerful, data-driven professional learning programs that benefit students and educators.

Joellen Killion, Learning Forward



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

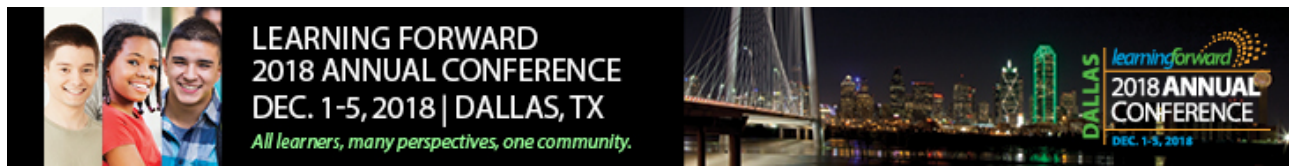
Monday, December 3

8:30 a.m. – 11:30 a.m.

1329 | Equitable Teaching and Learning = Student Success

Build knowledge and skills to apply the Danielson Framework for Teaching as a tool for equitable and effective teaching practices. Learn how Washington State and Seattle Public Schools aligned their statewide system and the Framework for Teaching resulting in increased student achievement and success. Leave with new knowledge and strategies for personal and professional learning that ensure equitable and effective teaching practices that raise student achievement for each and every student.

Connie Sims, **Kate Dickson**, **Karyn Wright**, Danielson Group, **Sue Anderson**, Washington Office of Superintendent and Public Instruction, **Lindsay Berger**, Seattle Public Schools



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Monday, December 3

9:30 a.m. – 11:30 a.m.

1219 | Collaboration and Leadership: Strengthening Equity, Well-being, and Achievement

Learn about the concept, components, and benefits of collaborative leadership based on the theory of *Leading from the Middle* for organizations, districts, schools, educators and students. Explore the potential of inter-district collaboration and its impact on staff and student learning and leading. Understand the results of critical inquiry relating to collaborative leadership and its impact on building equity, well-being, and achievement as described in the 2018 research study conducted by Hargreaves and Shirley.

Michelle Forge, Michael O'Keefe, Council of Ontario Directors of Education

1225 | Delivering Statewide Professional Learning: Wisconsin's WOW Experience

Wisconsin has developed a unique and successful protocol, combining virtual and site-based facilitation, to deliver professional learning to educators simultaneously across 12 regions. In its third year, Working on the Work (WOW) leverages the state educator effectiveness system for individual, team, and school development. Learn about the design, execution, and formative evaluation of WOW, and leave with practical tips for implementing a similar process locally.

Steven Kimball, Ph.D. Kimball, U.W.-Madison, **Cynthia Hoffman**, Wisconsin Department of Public Instruction, **Chris Van Hoof**, Cooperative Educational Service Agency

1226 | Scaling Teacher Leader Career Pathways with Micro-credentials

Learn how New York City and Tennessee are scaling teacher leadership through competency-based career pathway models recognized through micro-credentials. Analyze leadership competencies and how to use micro-credentials to provide a vehicle to effectively assess mastery towards a career pathway for Emerging Teacher Leaders and Master Teachers. Leave with the skills and knowledge to self-assess and plan forward for advancing teacher leader roles and career pathways in your district or state.

Lynette Guastaferrro, Jennie Brotman, Teaching Matters, **Paul Kehoe**, New York City DOE

Monday, December 3

2:30 p.m. – 4:30 p.m.

1428 | Empowering Teacher Leaders Through Research, Response and Reflection

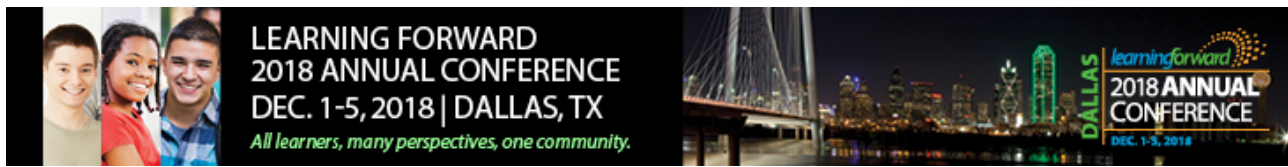
Learn from Hawaii's Department of Education, sponsors of "Na Kumu Alaka'i - Teacher Leader Academy" to provide guidance for academic coaches, mentors, department heads and team leaders, who in turn engage and empower peers to support learner achievement. Explore Hawaii's "Leadership Competencies" used to develop programming and support for leaders in Hawaii's schools. Engage in collaborative exercises used to build teacher leaders' skills and traits. Leave with an understanding of the importance Hawaii places on teacher leaders.

Sandy Cameli, Hawaii Department of Education

1455 | Competency-Based Education: Learning for a Lifetime

Learn how competency-based education (CBE) is providing a transformational model of learning for students, teachers, and administrators in Iowa. Review 10 Key Characteristics for CBE based on 5 principle shifts in the areas of student agency, curriculum, instruction, assessment, and learning environment. Gain an in-depth understanding of each of the five principles and how school leaders take initial steps towards implementation. Leave with a greater understanding for how CBE supports career and college ready graduates using gateway learning progressions.

Mona Yanacheak, Northwest Area Education Agency



HIGHLIGHTED SESSIONS FOR STATE AND PROVINCIAL EDUCATION AGENCIES

Tuesday, December 4

7:30 a.m. – 8:30 a.m.

NW05 | Networking for State and Provincial Education Agencies

Meet other superintendents and share conference highlights, reflect on something you've heard or learned that changed your thinking. Discuss common themes among speakers or talk about an idea you might like to try implementing in your district.

Tuesday, December 4

7:30 a.m. – 8:00 a.m. OR 8:00 a.m. – 8:30 a.m.

RT03 | Supporting Sustainable Change: State-Level to the Building

Join this session to learn how the Kansas State Department of Education Early Childhood, Special Education, and Title Services team helps educators at district- and building-levels to build the skills to implement evidence-based practices. Learn how the state team uses a cascading logic model to align efforts and support sustained change in districts. Discuss how the cascading logic model can be used to identify system-level supports to in your own setting.

Kevin Davis, Kansas Department of Education, Technical Assistance Network

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2314 | State Systems for Leadership and Learning

States and districts invest teacher and principal leadership initiatives to boost leadership capacity, educator retention, and educator effectiveness. Join this session with activities and a panel that offers an in-depth exploration of one effort—the SC Collective Leadership Initiative (CLI)—that works across leadership and professional learning systems to achieve coherence and impact. Discover how the SC Department of Education developed CLI, what they and schools are learning in the pilot, and principles that translate into growth for your school system.

P. Ann Byrd, **Barnett Berry**, Center for Teaching Quality, **Carol Hill**, Florence School District One, **Allen Kirby**, Clarendon School District Three, **Libby Ortmann**, South Carolina DOE

2315 | ILT 2.0: Making the Magic Happen

Join this session to discuss the "why," "what," and "how" behind instructional leadership teams' applications of inquiry cycles to utilize the school's instructional priorities and school improvement goals to evaluate teacher practice and student achievement. In small- and large-group activities, reflect on the current structure of your school's instructional leadership team and consider how you may need to modify the current structure to support your school's instructional priorities. Learn about the inquiry cycle and practice using an appreciative inquiry protocol to conduct inquiry cycles for instructional leadership teams.

Amber Cronin, **Lizanne Ippolito**, School District Hillsborough County

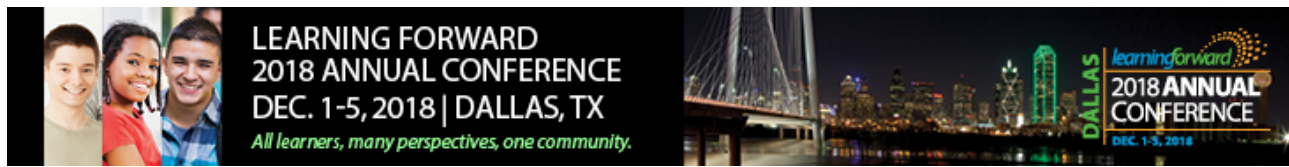
Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2214 | Go Slow to Go Fast: The Change Process from the Inside Out

Explore how a high school radically changed its culture and approach to leadership by applying the concept "go slow to go fast." Review the Leadership Development Model and research-based strategies for group development used to transform teaching and learning in one school. Discover how taking the time to implement the right foundational structures and operational processes can lead to a transformation in virtually every aspect of a school by giving all stakeholders a voice, establishing collective responsibility for student achievement, building leadership capacity within a staff, and aligning everyone's efforts. Gain tools, ideas, and strategies to create teacher-driven, sustainable change.

Jerrod Williams, **Rebekah McIver**, **Dr. Bridget Polk**, **Summer Williams**, Sheridan School District, **Jerry Vaughn**, Arkansas Leadership Academy



HIGHLIGHTED SESSIONS FOR STATE AND PROVINCIAL EDUCATION AGENCIES

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2416 | Developing a Comprehensive Standards-Based Professional Learning System

A coherent professional learning system is critical to developing the capacity of districts implementing a Multi-Tiered Systems of Support (MTSS) framework. Learn how one statewide project created a comprehensive standards-based system, tools, plans, and protocols to facilitate the design, delivery, and evaluation of professional learning and coaching supports. Materials, strategies, and case studies will be discussed, as well as how to adapt and apply these tools.

Amanda March, Amber Brundage, University of South Florida

2436 | Engaging the Minds of Leaders

Developing thoughtful, innovative leaders and increasing their effectiveness requires a systemic approach to professional learning. Discover how the Professional Development and Educational Research Institute (PDERI) section of the Hawaii Department of Education (HIDOE) realigned its leadership programs to model support systems of professional learning that develop the capacity of leaders and deepen their thinking. The team will share its strategies and outcomes, with the intention of sparking ideas for participants to apply in their own complex contexts.

Iris Tomita, Hawaii Department of Education, **Sandra Cameli, Elden Esmeralda, Walleen Hirayama**, Professional Development and Educational Research Institute

2439 | Assessing and Analyzing Professional Learning Communities (PLCs) in Schools

Research evidence points to the positive impact of PLCs on teachers' practices and student learning outcomes. Schools, however, face challenges in their effort to sustain effective PLCs. Learn how school, teacher, and district leaders, adapted and administered the *Professional Learning Community Assessment, revised* in a research project with 20 schools to help them self-diagnose the strengths and weaknesses of their PLCs and identify high-leverage follow-up actions. Reflect, compare, and contrast PLCs in this context with your own and think about the next steps in the development of your schools as PLCs.

Sivakumar Viswanathan, Nuryani Suneh, Singapore Ministry of Education

2441 | Tips from the Tundra: Designing Large-Scale PLNs

Explore the dimensions of implementation and scale through the Alaska Professional Learning Network (PLN) and see how they designed, developed, and implemented a video-enhanced professional learning network at scale to reach and connect to its rural teachers. Contrast Alaska's approach with other states and analyze the dimensions of implementing professional learning networks via research-based frameworks. Draft a professional learning network and investigate how to simultaneously scale and localize professional learning.

Paul Teske, Teaching Channel, **Kathy Blanc, Tammy Morris**, Alaska Council of School Administrators

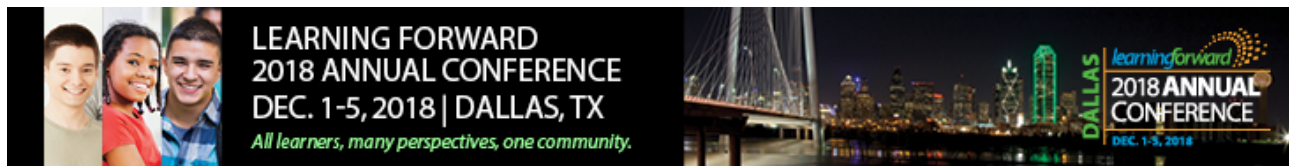
Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3308 | Bringing Our Professional Learning Forward

Presenters will demonstrate how they have collected, analyzed, and applied information gained from a decade's worth of Learning Forward Conferences and explain how they have taken universal concepts and strategically planned. Participants will think about how they might apply ideas gathered from the Learning Forward Conference to address issues, ideas, or initiatives they are experiencing at home. Join us to strategize, brainstorm, map out, and plan changes using tools like the Plan-Do-Study-Act model and the decision-making continuum. Better systematize your district's initiatives by working to analyze data about current programs, evaluate their effectiveness, analyze gaps, and create a systematic action plan for change.

Sarah Mumm, Martne McCoy, Patrick Raleigh, Kaneland CUSD 302



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3325 | Making Learning Fun; Even for Adults

How do you actively engage adult learners in professional development in a high-tech world? Explore the Learning Forward Standards to effectively provide professional development, enhance output for participant engagement, and increase student achievement. Reflect on current practices and create an action plan to implement new strategies.

Ashley Kazery, Elise Brown, Mississippi Department of Education

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3210 | Professional Learning for Instructional Coaches: Collaborating for Growth

Learn how a collaborative partnership that includes a regional coaches council, the state education agency and 18 school districts use the Standards for Professional Learning for ongoing, job-embedded professional development for instructional coaches. Explore the components of this professional learning cycle, experience a typical session, and discuss ways to harness the Standards of Professional Learning to facilitate growth of coaches and teacher leaders. Leave with a professional learning cycle for implementation in your school, district, or state.

Mandy Taylor, NC Dept of Public Instruction, **April Spencer**, Western Region Education Service Alliance

3226 | STEM and Early College HS

Learn how Educate Texas supports the Texas Science, Technology, Engineering and Mathematics (T-STEM) Network through coaching, professional development and technical assistance to support academic outcomes for students and uses the T-STEM Academies Design Blueprint to serve as a basis for assessing academies' plans. Review the adapted T-STEM Academy Design Blueprint, the basis for assessing academic plans and unpack seven core elements essential to academy success. Leave inspired to transform classrooms and schools to meet the needs of learners in an increasingly competitive, knowledge-based and technologically driven society.

Susan Henderson, Educate Texas

3233 | Redefining Career Pathways: The Key to Retaining High Quality Educators

More than 40 percent of all teachers leave the profession within their first five years and half of those who leave are among the most effective teachers. One reason for this high attrition rate is the lack of opportunities for teachers to grow and lead. Learn how states and districts are redefining educator career pathways through micro-credentials. Leave with ideas on how to leverage micro-credentials to redefine career pathways and teacher licensure in your own district to support, grow, and retain high-quality educators.

Burak Yilmaz, Harmony Public Schools, **Jason Lange, Allison Powell**, BloomBoard

Wednesday, December 5

1:00 p.m. – 2:00 p.m.

QA03 | Wednesday Keynote Q&A with Margaret (Meg) Wheatley



Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions recommended for State and Provincial Education Agencies.