

## HIGHLIGHTED TEXAS PRESENTERS

Saturday, December 1

9:00 a.m. – 4:00 p.m.

### **PC103 | Making it Stick: Ensuring Innovations Last**

Many of our efforts in developing more effective schools are focused, incorrectly, on just the beginning of the changes. Learn how to build in professional learning and leadership strategies so the innovations actually last and are institutionalized. See how to create the culture and conditions to promote lasting motivation and deep implementation of the practices that will lead to student growth!

**Michael Murphy**, Learning Forward

### **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. 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 also 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

### **PC106 | Social Emotional Health: A Classroom Game Changer**

A solid understanding of social emotional health is the one thing no educator can afford to ignore. Engage with other participants and the presenters in a workshop to develop an understanding of the definition of social-emotional health. Examine easy-to-grasp concepts in neuroscience to understand what is happening in students' brains and how to use that information to enhance learning. Walk away with simple, tangible strategies that you can implement immediately.

**Karen Norris**, **Rhonda Vincent**, Momentous Institute

### **PC107 | Creating a Common and Actionable Mathematics Vision**

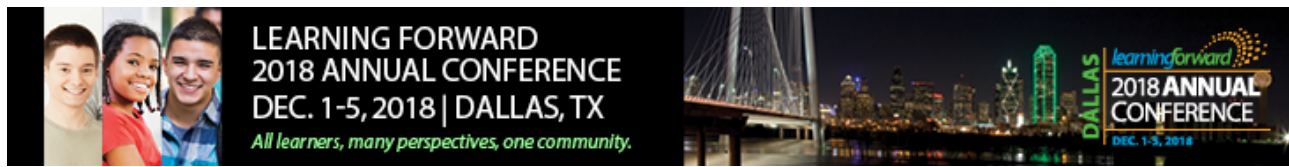
Do you want to bridge the gap between the current state of mathematics instruction and your vision for success for all students? Meaningful change is a team effort and Innovation Configuration (IC) maps can serve as tools to support the work of instructional leaders in their efforts to promote deep mathematical 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 University of Texas at Austin

### **PC109 | Fundamentals of Professional Learning -Tips, Tools and Techniques**

Professional learning that improves educator effectiveness is fundamental for the continuous improvement of teaching and learning. Research suggests that engaging professional learning should be designed for transfer into classroom instruction and learning for students. To help connect teaching and learning, today's leaders of adult learning need a specific skill set. Join this highly interactive session to examine the attributes of result-driven professional learning while you apply tips and gain tools for engaging the adult learner.

**Diana Ely**, Northside ISD, **Janet Swan**, Learning Forward Texas



## HIGHLIGHTED TEXAS PRESENTERS

### **PC112 | From Doing Discussion Protocols to Using Them**

Using discussion protocols in schools isn't a new concept, but it has become more common place in the past five years. Unfortunately, many users of protocols have been "protocolled" in a district or school gathering and the residual taste in their mouth isn't positive nor productive. This interactive session positions participants to experience well-facilitated discussion protocols, leaving with the necessary skills to better match a purpose to protocol to serve the group's needs.

**Thomas Van Soelen**, Van Soelen & Associates, **Michael Griffin**, Northwest ISD, **Shawna Miller**, **Kerise Ridinger**, Lewisville ISD, **Nelson Orta**, Garland ISD

### **PC113 | Dispositions for Effective Education Leaders**

Explore dispositions known as "habits of mind" and their role in the development of leaders and their capacity. Learn about connections between habits of mind and neurosciences. Apply these dispositions in decision making related to personally generated challenges.

**Michele De Bellis**, Institute for Habits of Mind

## **Sunday, December 2**

**9:00 a.m. – 4:00 p.m.**

### **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. In this session participants will initiate a step-by-step process for evaluating professional learning that provides critical data for ongoing improvement in and increasing results from educator learning programs. In addition, they will gain understanding of the critical role of evaluation in bolstering the effectiveness of professional learning and retaining stakeholder support for continuous educator development. Participants will leave empowered to produce more powerful, data-driven professional learning programs that benefit students and educators.

**Joellen Killion**, Learning Forward

### **PC207 | Using Technology to Impact Teachers and Students**

Join us for hands-on learning that will help you see technology as an underutilized tool to improve teacher practice and student outcomes. Learn practical ways to assess current learning so you can start building a roadmap for progress. Empower teachers and engage students. Be sure to bring your devices (e.g. laptop, Chromebook, smartphone, tablet) fully charged. Leave with great resources that you can share with your staff and peers to make an impact and take student learning to the next level.

**Dr. Bruce Ellis**, **Diana Benner**, Texas Computer Education Association (TCEA)

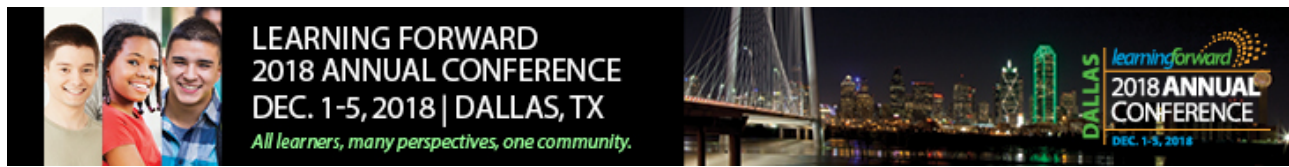
## **Monday, December 3**

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

### **1102 | Cultural Proficiency, Inclusiveness and Equity**

Explore your cultural lens and how it impacts your understanding of culture. Develop an understanding of the complex impact that personal identity and background have on every aspect of life, carefully considering the intersection of race within education, class, geography, family structure, gender, sexual orientation or community structure. Walk away with a better understanding of the impact of biases on the education of our students.

**Wendy Dlakic**, **Anglea Ward**, **Nina Wilson**, Austin Independent School District



## HIGHLIGHTED TEXAS PRESENTERS

**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, **Marcelo Cavazos, Steven Wurtz**, Arlington ISD, **Bret Champion, Jenny McGown**, Klein ISD

**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**, The Bush Institute

**Monday, December 3**

**8:30 a.m. – 11:30 a.m.**

### **1331 | Are Instructional Coaches Effective? Depends on Your Expectations!**

Coaches operate within 10 roles defined by Killion & Harrison (2016), but what observable impact should their efforts have on teacher growth? Only if program leadership has defined a clear vision for the expected impact will coaches and campus leaders have a full vision of the power and impact of coaching. Experience how crafting an clear vision of expected outcomes provides clarity for the work of coaches and their professional learning. Join other coaches and leaders to examine the difference between the activities and the impact of coaching. Develop 3 to 6 statements of expected outcomes for an instructional coaching program and consider levels of implementation to create an instructional program matrix that can help you design program components and assess impact. Leave with a process to engage your team in the development of measurable outcomes for your coaching program.

**Sharron Helmke, Stephanie McBride**, Clear Creek Independent School District

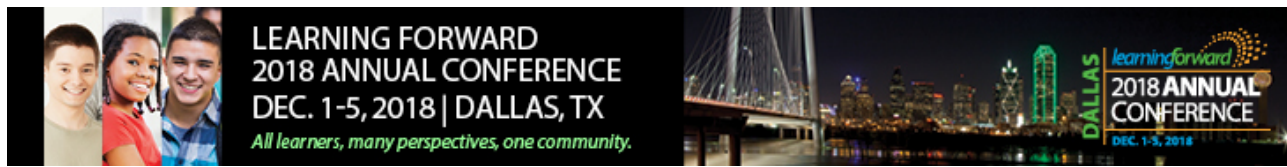
**Monday, December 3**

**9:30 a.m. – 11:30 a.m.**

### **1206 | Successful Mentor Practices for Supporting Novice Teachers**

Explore the implementation and management of the Austin ISD Mentoring Program that supports successful mentor practice with novice teachers. Examine the essential components building trust, planning, observing, analyzing, and reflecting) of being a successful mentor. Utilize tools and resources for supporting novice teachers such as observation tools, data analysis tools, and conversation protocols. Leave with next steps to support novice teachers at your campus or district.

**Mark Gurgel, Dillon Chevalier**, Austin Independent School District



## HIGHLIGHTED TEXAS PRESENTERS

### **1209 | Journey to eBadging: Intentionality, Visibility, Sustainability**

Explore eBadging as a personalized professional learning pathway that supports a culture of collaboration and continuous learning. Engage with practitioners from a Texas school district who are in the midst of this journey in order to grow extraordinary professionals based on their own goals and needs. Share your own stories of personalizing learning for professionals and consider how this journey may impact your own.

**Lesli Brown, Alana Morris, Rebecca Singley, Jesse Waltman**, Spring Branch ISD

### **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

### **1215 | Empowering Teacher Leaders in Instructional Improvement**

What elements are essential for teacher leaders to effectively lead professional learning teams and support teacher growth? Learn how districts developed an infrastructure of teacher leaders who serve on school leadership teams and facilitate professional learning. Explore the school structures and the teacher training and support that empower teacher leaders to be successful. Leave with action steps for improving your instructional coaching and building professional learning teams using teacher leaders.

**Patrice Pujol**, National Institute for Excellence in Teaching, **Rossette Osamba**, Grand Prairie ISD

### **1216 | Addressing Equity Through Alignment**

How can you be intentional about systemic improvement in such a way that access and equity are a natural part of the conversation? Come learn how an education service center engaged with areas district and used the process of continuous improvement to align outcomes and activities through Plan-Do-Study-Act (PDSA) cycles, including how they opened doors for rich conversations about access and equity. This interactive session will offer opportunities to learn and refine practices surrounding PDSA cycles, including the use of protocols, intentional points of reflection, and coaching partners. Leave with tools to improve your system.

**Kelly Ingram, Richard Armand, Sharon Benson, Jennifer Brock, Anne Douglas-Rowald, Ingrid Lee**, Region 4 Education Service Center

### **1221 | Designing “Just Right” Professional Development**

Take a critical look at traditional professional development models and discover how two schools in San Antonio, TX implemented non-traditional PD offerings. Explore offerings such as formal instruction, in-depth studies, quick one-time training sessions, and informal conversations. Share your own experiences and adapt these concepts to takeaway for immediate implementation.

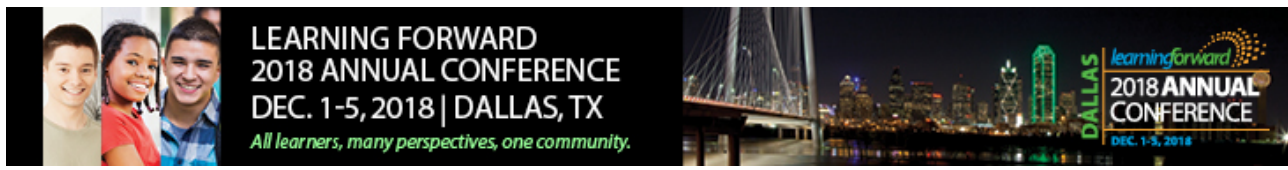
**Matthew Patty, Connie Lippenholz, Lucy Podmore**, Northside ISD

### **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





## HIGHLIGHTED TEXAS PRESENTERS

**Monday, December 3**

**2:30 p.m. – 4:30 p.m.**

### **1402 | Focusing on Feedback in Digital Formative Assessment**

Bring your devices and explore a variety of digital assessment tools, focusing on the data they provide and how you can use the feedback to refine your practice. Examine the assessment cycle and compare digital assessment tools that collect data for teachers and provide options for feedback to students. Leave with knowledge of technology that can help you provide feedback that is consistent, specific, and frequent.

**Sharon Christensen, Elizabeth Aguilar-Cru, Anna Sexton, Janet Winninghoff, Jean Yang**, Northside ISD

### **1411 | Scalable, Sustainable, and Systemic Teams: Charting the Course**

Experience the journey of an urban Texas district from a “one size fits all” approach professional development to a differentiated, professional learning system grounded in Learning Forward's Standards for Professional Learning. Experience insights and wisdom gained on the journey coupled with replicable strategies for a strengths-based, integrated team approach to professional learning systems. Chart your course to scalable, sustainable and effective professional learning systems! Leave with a fresh mindset for the role of professional learning teams created through the lens of innovation.

**Sharolyn Chitwood, Wendy Coleman**, Fort Worth ISD

### **1416 | Professional Learning Their Way: Empowering Collaborative Innovators**

Empower teachers to move beyond standards and accountability through transformative professional learning. Examine tools and practices to support teachers as they transition from isolated status quo practitioners to collaborative innovators. Engage in collaborative experiences to transform learning cultures.

**Stephanie Edgar**, N2Learning, **Angeline Anderson**, Consultant, **Susan Borg**, Sam Houston State University

### **1426 | Maximizing Leadership Through Communities of Practice**

How can systems attain profound impact on student achievement by ensuring that principals continuously learn? With a solid foundation of Learning Forward's Standards for Professional Learning and the change process, learn to engage principals in communities of practice to enhance and grow their craft. Walk away with ideas of ways to identify problems of practice across campuses, facilitate the learning together and build collaboration for improvement and growth for all.

**Holly Hughes, Steven Ebell, Stephanie McBride, Susan Silva**, Clear Creek Independent School District

### **1431 | Growing Learning Leaders from Within**

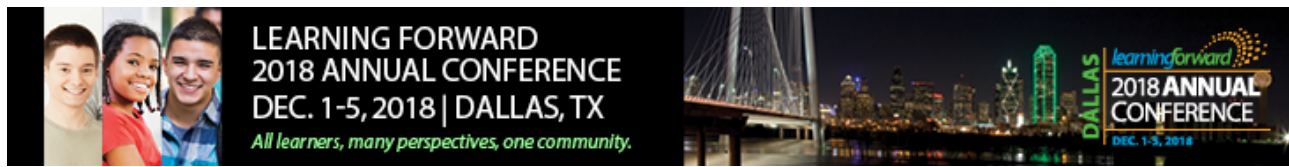
Gain practical skills necessary to successfully implement leadership program structures in your district. Learn how one district is shifting the focus from agenda driven meetings and top down leadership to goal oriented learning for leaders and collaborative capacity building. Explore the three tiered Aspiring Leaders Institute developed to grow leaders from within the district. Leave with practical ways to integrate these structures into your practices to see student results improve.

**Amanda Ball, Ashley Glover, Ross Roberts**, Little Elm ISD

### **1440 | Re-imagining PLCs: Bringing Schools and Communities Together**

How can professional learning communities leverage both educator and nonprofit skills and knowledge to close academic and opportunity gaps? Learn how this powerful model engages the social sector as a key player in improving student outcomes, especially in the fields of out-of-school time and social and emotional learning. Examine the process to transform marginalized communities using collective impact, collaborative leadership, equity, evidence-based interventions and data-mindedness within a tiered professional development model. Leave with knowledge from lessons learned and information on how to replicate successful learning communities.

**Dana Stoltz Gray, Erin Crosby, The Budd Center, Regina Nippert**, The Budd Center, **Alyssa Peraza**, Dallas Independent School District



## HIGHLIGHTED TEXAS PRESENTERS

### **1441 | Our Learning Communities Seem Okay, But Who Knows?**

Explore a multi-level framework for interpreting the functioning of a learning community that extends and enhances the work of experts in the field. Learn how the framework uses an innovative and nuanced approach to capturing complex relationships and learning within a community. Observe how the multi-level framework can provide invaluable insight into your own learning communities. Leave with knowledge to help you ensure your learning communities are working effectively.

**Lisa McCulley, Judy Jennings**, Resources for Learning

### **1443 | Leveraging Teacher Externships: Plano ISD's Journey**

What learning design are you leveraging to provide teachers access to learning that reaches beyond traditional settings and allows them the opportunity to engage in "real-world" experiences that will enrich the classroom-to-career connections for students? Learn how Plano Independent School District (PISD) partners with the Plano Mayor's Summer Internship Program and Capital One to offer the Teacher Externship Program. Explore unique professional learning opportunities for PK-12 grade teachers in collaboration with local partners in business and industry. Leave with the key concepts to implement an externship program in your community.

**Edna Phythian**, Plano Independent School District

### **1444 | Tailored to Fit: Designing and Delivering Adult Learning**

Explore the design and facilitation of adult learning in order to gain a deeper understanding of how adults learn best. Discover brain-compatible, practical strategies and innovative ideas for designing and tailoring purposeful meetings and learning experiences. Engage theory and practice by gaining valuable tools for connecting audiences to you, to each other, and to important content. Leave compelled to take informed action to connect audiences to each other, as well as to dynamic content.

**Glenda Horner, Tonya Dixon, Marion Wild**, Cypress-Fairbanks ISD

### **1449 | Shaping Language Development Through Restorative Circles**

Analyze the current ELL demographics in schools in the US and discuss best practices to develop oracy (ability to express oneself in and understand spoken language). Discuss oracy strategies to help these students develop the language they need. Learn the benefits of Restorative Practices, the growing approach to building school climate and addressing student behavior. Leave with tools and resources to explore implementation on your campus/district.

**Altigracia Delgado, Lorin Furlow**, Brazosport ISD

### **1452 | We Are In This Together: Collaborative Coaching!**

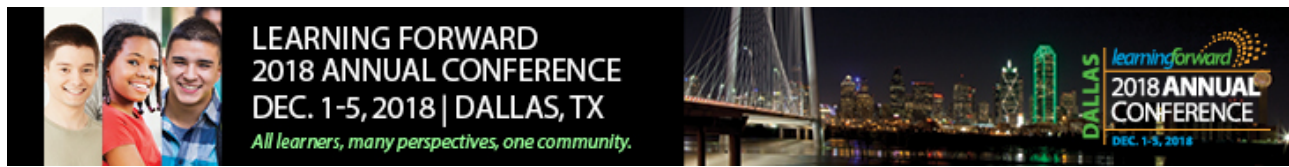
Do you want to be in charge of your own learning? Learn how two campuses partnered to create their own learning system focused on authentic learning strategies to improve coaching practice. Consider complexity in educational practices by examining leadership strategies that drive change at the building level. Leave with an understanding of how to engage and lead your staff, encourage teacher leadership, and develop a strong learning culture and climate.

**Cathy Van Ness, Michelle Pedalino, Marcie Rogers, Cheryl Rutledge**, Galveston ISD

### **1454 | Teacher Development- Doing More with Less!**

Districts are being asked to do more with fewer resources. Learn how two very large urban districts, one in West Texas, the other in South Texas, are partnering with the New Teacher Center to leverage existing teacher leadership roles to accelerate the development of new and veteran colleagues. As you consider their experiences, assess your current investments in teacher leaders, set priorities, and identify next steps.

**Tammy Phuong, Aimee Ballans**, New Teacher Center, **Thomas Dean, Nadia Tellez**, Clint Independent School District, **Vanessa Nieto-Gomez**, Houston Independent School District



## HIGHLIGHTED TEXAS PRESENTERS

**Tuesday, December 4**

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

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### **RT01 | Data-Driven Professional Learning**

Learn how one district's Professional Learning and Assessment and Accountability departments partnered to design a needs assessment protocol for professional learning. Gain practical knowledge regarding the use of protocols for intentional development of professional learning, including content and tools for measuring impact. Walk away with a sample data review protocol that you can use to identify teacher learning needs and determine professional learning priorities.

**Mindy Tolbert, Ashley Nelson**, Frisco ISD

### **RT02 | Design for Transformation: Building Empathy Through Storytelling**

How can we design transformational experiences on our campuses by listening? Existing school and district decisions are structured to address needs, but every school is different. Explore a new way to listen to your students, parents, and stakeholders to create solutions for your school and community. Leave energized to keep a pulse on your community's needs and design an authentic learning environment for all learners.

**Diane Benavides**, Spring Branch ISD

### **TC04 | Create and Offer Personalized, Competency-Based Professional Learning With Micro-Credentials**

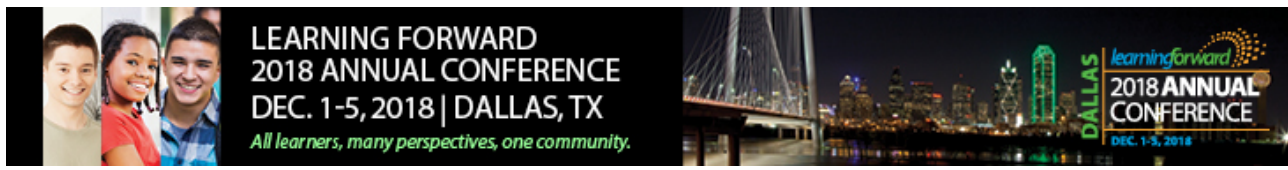
Micro-credentials are a new professional learning strategy grounded in competency-based education. Earners of micro-credentials demonstrate mastery of discrete skills in an online learning platform supported by coaches and peers. Learn how micro-credentials can provide on-demand, content-specific professional learning for educators and address gaps in your district's professional learning offerings.

**Nate Gandomi**, Resources for Learning, LLC

### **TC05 | Administrator's Technology Toolkit**

Change is hard, but it's worth it. Part of change and transformation, especially in education, is focusing on our own educator professional development. This focus is true at every level, including administrators. Welcome to the Administrator's Technology Toolkit. Learn about the iTunes U course that was created as a reference tool that allows you to learn at your own pace.

**Nancy Garvey**, Coppell ISD



## HIGHLIGHTED TEXAS PRESENTERS

**Tuesday, December 4**

**8:30 a.m. – 11:30 a.m.**

### **2308 | Cannonball! Jump Into our Learning Forward Academy Experience**

Experience a Cliff Notes version of the Learning Forward Academy! We have narrowed two-and-one-half years of learning into three hours to showcase our biggest takeaways and highlight the opportunities available for educators at all levels. In this interactive session, you will work other attendees in small groups to experience the professional learning processes and tools that teams learn to use in a full-length Academy session. You will develop and use KASAB and learn a process for creating a theory of change and logic model. You'll be able to map the relationship of the KASAB to the logic model and create a KASAB for your own site and district. Finally, identify desired outcomes to improve student achievement and explore ways to assess the impact of your own professional learning.

**Sara Slowbe**, Escondido Union High School District, **Katy Allamong**, Ingenium Schools, **Anna Jackson**, Lubbock ISD, **Emily Keirns**, Fort Wayne Community Schools, **Deidre Parish**, Decatur ISD, **Angie Rye**, Lexington School District Three

### **2313 | Teacher Leader Teams As Catalysts of Professional Learning**

Negotiating the boundaries of teacher leadership that interrupts the status quo of an administrator/teacher hierarchy is tricky, but the benefits outweigh the difficulties. Teacher retention increases, professional learning ensues, and important research relationships with education research facilities develop. Come hear our story and learn how to build effective teacher-leadership teams and how that can translate into accomplishing great things on campus and across your district. Participants will walk away from this session with a plan for how to develop teachers into teacher-leaders, determine goals for a campus, turn those goals into actionable plans, and connect with larger research facilities to gain support, a stronger understanding of school/district data, and an outside perspective to help guide plans and goals.

**Orion Smith**, **Michael Calder**, **Bethanne Chimbel**, **Jackie Garcia**, **Andrew Giles**, **Ashley Reynoso**, Fort Worth ISD

### **2320 | Next Generation Professional Learning**

New learning models and systems MUST be designed with students in mind. In this session, you will 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 Independent School District

**Tuesday, December 4**

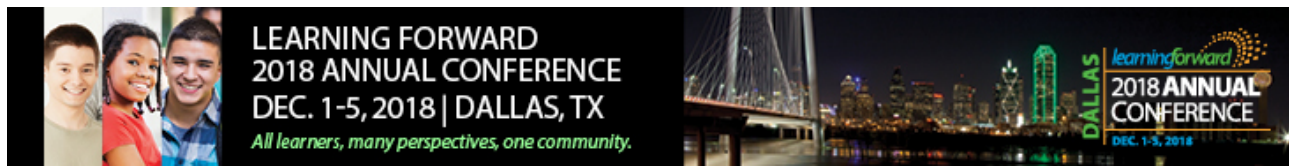
**9:30 a.m. – 11:30 a.m.**

### **2202 | Utilizing CLASS to Improve Early Childhood Quality: A Research-Practice Partnership**

The Center on Research and Evaluation (CORE) at Southern Methodist University is engaged in a multi-year partnership with key community stakeholders, including a large urban district, to utilize the CLASS™ tool to measure the quality of early childhood classrooms and provide actionable data to help drive instructional coaching and quality improvement. Hear members of the partnership discuss the evaluation design, theoretical underpinnings of measuring quality and student outcomes over time, and a district model for using continuous quality data to improve early childhood quality.

**Annie Wright**, **Dylan Farmer**, Center on Research and Evaluation (CORE) at SMU, **Derek Little**, **Dominique McCain**, Dallas Independent School District





## HIGHLIGHTED TEXAS PRESENTERS

### **2208 | Are Students Leading Your District?**

Learn how a large district in the Metroplex has incorporated student voice into facets of curriculum design, graphic design, teacher recruitment, and technology integration using a student group called Synergy. Examine cases of students working with teachers and administrators to create a future-ready curriculum that promotes technology and incorporates collaboration and reflective thinking using their voice for lessons of tomorrow. See how new-teacher hiring and induction also benefit from student input when students share their insight in guiding the district.

**Justin Terry, Stormy Lemond, Kim Morisak, Judy Webber, Sandy Whitley**, Forney ISD

### **2211 | Spark Creativity and Innovation With STEAM**

It is never too early to begin nurturing students' creativity and problem-solving abilities. In this session you will explore implementation of STEAM in the early grades including: planning, resources, coding in preK and Kindergarten, collaborating, equipping staff, standards alignment, lessons learned, and how to replicate STEAM at every level. Be inspired to transform your campus and empower your students and staff using STEAM experiences and challenges.

**Heidi Veal**, Lewisville ISD, **Nancy Alvarez**, Celina ISD

### **2216 | Inve\$tment to InvestED: Implementing Future Ready Change By Coaching**

You've spent money on devices and tools, and hired instructional coaches, but how do you know whether their work is effective and makes a positive impact on teaching and learning? Using the lens of the Future-Ready Framework, learn from an in-district coaching practitioner effective ways to maximize pedagogical expertise, influence transformational teaching, and move the learning activities beyond digital worksheets and drill-and-kill applications. Coaches evaluate the impact on instructional practice and student learning by improving teacher pedagogical skills and increasing student learning. The "right blend" of instruction is found when experiences combine curriculum and technology through the "structured learning of information with collaborative discussions and project-based activities that allow students to use the information to solve meaningful problems or create their own products, both individually and collectively"

**Brianna Hodges**, Stephenville ISD

### **2219 | Writing for Thinking: Academic Success Across Content Areas**

We often think too narrowly about writing, associating it only with a stressful process connected to state testing or essays that English teachers assign. But, writing is thinking! Writing in every class strengthens students' abilities to process new information, clarify their thinking, and communicate clearly. Join this session to learn about strategies that help make writing in any content area less stressful and, more importantly, a part of the type of thinking that we want students to develop. Learn how to monitor and prioritize authentic student writing and align those writing tasks to goals for overall student improvement. Leave with an understanding about how to coordinate cross-curricular conversations about writing and create support systems for teachers who implement intentional writing opportunities.

**Jennifer Gunn**, Region 10 ESC

### **2226 | Feedforward: Transforming Feedback to Empower Learning Communities**

When student feedback is marked by high expectations, frequent iteration, and continuous support, conditions are set for more trusting and authentic learning communities. Learn how to design and deliver "feedforward" – a radical feedback approach that drives student creativity and ensures accountability for learning. Develop practical design strategies that foster creativity but ensure accountability and apply proven techniques that establish collective responsibility, authentic collaboration, and trust. Leave this session with an action plan to improve collaboration, communication, and personal responsibility in the problem-based learning classroom and beyond.

**Joe Hirsch**, Akiba Academy



## HIGHLIGHTED TEXAS PRESENTERS

### 2230 | Social and Emotional Learning in Practice: District and Community Partnerships

Curious about what it takes for a school district and nonprofit community partner to co-create and implement a comprehensive social and emotional (SEL) learning system? Join representatives from Dallas Independent School District and out-of-school time intermediary, Big Thought, as they share reflections and emerging learning from their first year implementing an aligned SEL system as part of The Wallace Foundation's Partnership for Social and Emotional Learning Initiative.

**Greg MacPherson**, Big Thought, **Juany Valdespino-Gaytan**, Dallas Independent School District

### 2235 | Collaborative Beginnings: Maximizing Voice & Ownership

Planning and launching a professional learning initiative at the district level can create a top-down perception that hinders buy-in. Learn how to plan for major initiatives through intentional collaboration with stakeholders from all levels of your organization. Leave with proven continuous improvement tools and protocols that we have used to initiate the work of developing a comprehensive professional learning plan, instructional framework, and teacher growth and evaluation model.

**April Chauvette**, **Susan Cole**, **Chris Tarbet**, Leander ISD

### 2240 | Finding Significant Time for Teachers to Collaborate

The hardest part of learning new instructional strategies is finding the time to actually do the work of learning. The best learning takes place in peer groups. The school-by-design process has created up to a day a week of collaboration time. Join us to learn how to analyze your key resources (time, teachers, courses, students) and redesign your schedule so that you get better outcomes for kids and teachers. Leave knowing you can find significant time for teachers to work together (without sending the students home or increasing the budget) during this session.

**Cathy Minckberg**, Center for Reform of School Systems (CRSS), **Melanie Pondant**, Longview ISD



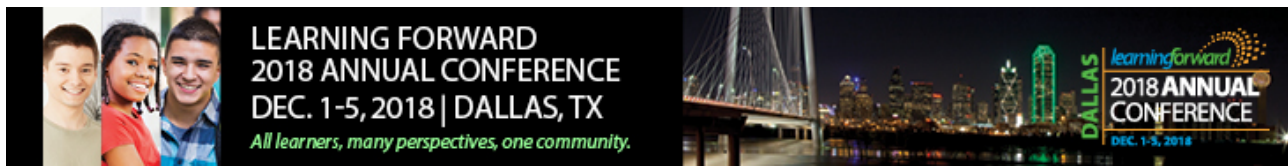
**Tuesday, December 4**

**3:30 p.m. – 4:30 p.m.**

### TL27 | Building Leadership Capacity through a Multi-System Approach

The Galveston County Learning Leaders (GCLL), sponsored by the Houston Endowment and facilitated by Learning Forward, are intensely focused on developing a district-level professional learning community of the superintendent and district leadership teams so that they develop skills in leading effective professional learning. Learn how GCLL share learning across diverse districts to improve the design and implementation of professional learning.

**Steven Ebell**, **Karen Engle**, **Holly Hughes**, **Stephanie McBride**, Clear Creek ISD, **Kimberly Ross**, **Leigh Wall**, **Jacqueline Shuman** Santa Fe ISD, **Lynn Hobratschk**, Friendswood ISD



## HIGHLIGHTED TEXAS PRESENTERS

**Tuesday, December 4**

**4:30 p.m. – 5:30 p.m.**



### **TL28 | The Good, the Bad, and the Promising**

Stephanie Hirsh will reflect on her 30-year journey with Learning Forward. She will celebrate the good, acknowledge and learn from the bad, and highlight promising signs she sees for the future. Hear some untold stories and honor some unsung heroes. Expect to be engaged and challenged and contribute to the timeline for the future.

**Stephanie Hirsh**, Learning Forward

**Tuesday, December 4**

**3:30 p.m. – 5:30 p.m.**

### **2401 | Building Learning Designs Utilizing Multiple Data Sources**

Discover how using multiple sources of data increases student ownership of learning and teacher ownership of lesson design. See how dissecting the curriculum standards guides teacher teams in collaborative discussion about the alignment of instruction, learning standard, and assessment to guide level of instruction. Reflect in a table talk about effective teacher led, collaborative planning and engage in modeling how different sources of data can lead to understanding of student learning styles that affect learning design.

**Becky White**, Fort Bend ISD

### **2405 | Program Design: Creating Deep Impact at Scale**

Apply data-informed professional learning models to affect change at scale. Learn how ESC11, a service center supporting 70,000 teachers, used a blended and teacher-led model to improve literacy instruction across seven districts. Determine scalable opportunities to optimize existing resources within their own districts, including identifying and leveraging teacher leaders. Discover strategies to capture and use formative data to ensure successful implementation and increase the efficacy of your teacher trainers.

**Renee Agent, Vicki Arrington**, Education Service Center (ESC) Region 11, **Victoria Kinzig**, KickUp

### **2408 | Shifting from Zero Tolerance to Equitable Discipline**

Sample a sliver of a year-long professional learning program for assistant principals, targeting disproportionate discipline consequences to students of color. Consider this impact as it relates to your own identity and how it may factor into discipline decisions for students. Leave having experienced collaborative tools that you can use to support uncomfortable conversations about equity.

**Babetta Hemphill, Jennifer Miley**, Garland ISD, **Thomas Van Soelen**, Van Soelen & Associates

### **2410 | Professional Learning for ALL Professionals**

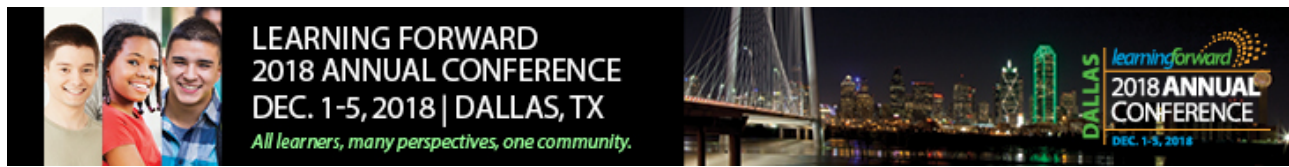
What does it mean to truly be a learning organization? What does it look like when all departments are equally dedicated to the continuous improvement cycle? Two years ago a large suburban district in the Dallas area decided to find out. Hear panelists describe how they are investing in noninstructional departments like Transportation, Food and Nutrition, Facilities, and Office Professionals with continuous professional learning.

**Marcus Miller**, Plano ISD

### **2411 | Designing a Pathway for Standards-Based Grading**

Shifting from traditional grading to a standards-based system can have a profound impact on student achievement and teacher efficacy by increasing equity and agency in classrooms. Learn systemic structures, implementation timelines, and professional learning supports to move your system to standards-based grading. Walk away armed with an understanding of current research, ways to avoid potential pitfalls, and a personalized implementation framework to begin a transition in your school district.

**Susan Silva, Laura Adlis, Marny Doepken**, Clear Creek ISD



## HIGHLIGHTED TEXAS PRESENTERS

### **2413 | Fostering Social/Academic Growth of ELLs Through PLCs**

It takes a “village” to support and foster social and academic growth in English Language Learners. Consult and collaborate in table groups with other campus leaders about the rapid changes in ELL populations and strategize on meeting their unique needs. Examine a program that has improved the successful transition of these students into a new culture and learn what worked, didn’t work, and discuss ideas about how you might implement a similar program.

**Karen Engle, Adrian Bidulescu, Veena Dass, Paige James, Cheryl Miller, Jillian Moore**, Clear Creek ISD

### **2419 | Professional Learning Recharged: Pioneering Learning for Educators**

When it comes to implementing initiatives on a campus, the challenge is not in starting the initiative, but in sustaining the initiative. Hear about one way in which a large South Texas district has supported campuses in implementing and sustaining change initiatives. Through discussion with other participants, reflection, and collaboration, you can deepen your understanding about how the district is leading professional learning with the collaborative, dynamic support of campus-based teacher leaders.

**Rachelle Wooten, Cheryle Lerch, Natachia Olivo-Ortiz**, Fort Bend ISD

### **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

### **2434 | Overcoming Powerful Obstacles to Building Great Cultures**

Why are some coworkers so challenging to work with? Would anyone consider you a difficult person? Discover why different does not have to be difficult. By making slight adjustments in your behavior, you will have a significant impact on building positive relationships. Honoring differences is the foundation for building trust, respect and commitment to common team goals. Use your own and others strengths to build positive results for everyone.

**Betty Burks**, N2 Learning, **Deanna Jackson**, Schertz-Cibolo-Universal City ISD, **Carolyn Gonzalez**, Ector County ISD

**Wednesday, December 5**

**7:45 a.m. – 10:45 a.m.**

### **3317 | Shifting Mindsets: Meaningful Coaching Strategies**

Engage in a hands-on/minds-on experience based on the work of Dr. Gravity Goldberg for enhancing teaching and learning through meaningful coaching strategies. Participants will be introduced to four moves for shifting mindsets toward independence in learning: Mining, Modeling, Mirroring, Mentoring. Participants will be able to utilize the information learned immediately in their own work as coaches or other instructional leaders.

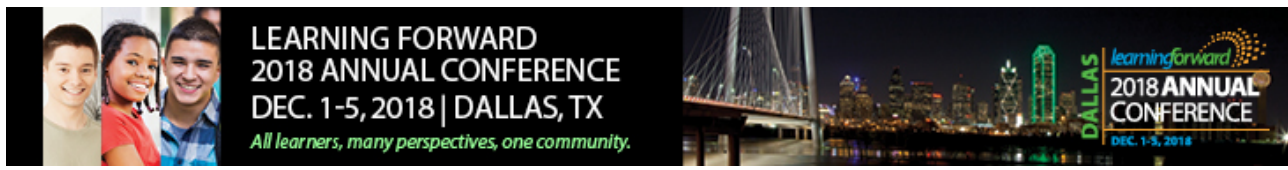
**Alana Morris, Lesli Brown, Becky Singley, Jesse Waltman**, Spring Branch ISD

### **3321 | Open Your Doors; Open Your Possibilities**

Join this session to learn how to transform your district’s professional learning by developing an application-based initiative that provides opportunities throughout the district for collaboration, observation, and reflection among teachers across grade levels and content. Experience a video reflection protocol and explore a process for group goal setting. Collaborate with other leaders on ways to apply this model to their own work.

**Melanie Gonzales, Shannon Crawford, Rebecca Drummond**, Grapevine-Colleyville ISD





## HIGHLIGHTED TEXAS PRESENTERS

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

### **3208 | Building Educator Capacity to Prepare Students for What's Next**

How can our current systems prepare students for the complex demands of a rapidly changing world? Learn how districts have partnered with Texas OnRamps to integrate deep coaching practices and evidence-based pedagogy that impact student success and teacher excellence. Explore a model that builds individual teacher capacity to create an authentic college experience for students. Leave with insights and practical strategies for designing professional learning and development that meet your needs and the evolving needs of your students.

**Jennifer Porter**, University of Texas at Austin, **Lisa Nucci**, Leander ISD, **Elizabeth Swaner**, Richardson ISD

### **3214 | Next-Level Curriculum: Design Session for Planning for Innovation**

Upgrade your curriculum design process by incorporating curriculum mapping principles, critical thinking, innovation, and personalization strategies while authentically integrating student engagement through choice and voice. During this session, presenters will model the use of targeted coaching strategies used in the design process to create high quality units that move instruction from traditional to contemporary learning. Participants will synthesize, filter and adapt the process and strategies to design a draft unit that is personalized and contributes to increased levels of student performance and engagement.

**Deborah Perez**, **Ann Johnson**, **Lisa McCorquodale**, **Stefanie Perry**, **Courtney Peterson**, **Rachel Smith**, Humble ISD

### **3221 | LFNTX Collabor8**

Learning Forward North Texas (LFNTX) exemplifies a Professional Learning Community that regularly meets to network, share strategies and work on an identified problem of practice. Learn how these districts have harnessed their collective expertise, collaboratively solved challenges and created resources to support teachers and impact students. Leave inspired and equipped to connect with others and expand your professional learning network!

**Amber Jones**, McKinney ISD, **Jessica Estillette**, **Gaya Jefferson**, Arlington ISD, **Ashley Nelson**, **Mindy Tolbert**, Frisco ISD

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

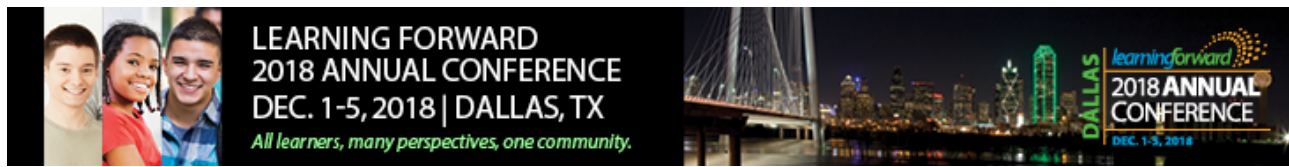
Learn how San Antonio Independent School District (TX) is using Instructional Rounds to both support schools and as a professional learning tool for school leaders. Explore the powerful learnings and unexpected outcomes and how the process was expanded in year two. Learn about the collective efficacy 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

### **3225 | Creating Conditions that Change the Game**

Leading system wide change while honoring campus autonomy can sometimes feel like a game of poker. Learn how a large urban district used winning strategies to increase their odds to create a culture of collaborative learning at their schools. Explore how they placed bets on the use of social media, technology and job embedded learning to create conditions that can truly change the game. Hit the jackpot with us as we have fun and share our story!

**Adriana Garza**, **Trish Hinze**, **Don VanWinkle**, **Patricia Zamora**, Northside ISD



## HIGHLIGHTED TEXAS PRESENTERS

### **3226 | STEM and Early College HS**

The Texas Science, Technology, Engineering and Mathematics (T-STEM) initiative is a foundational approach for strengthening leaders, empowering teachers and inspiring students in STEM studies. Learn how Educate Texas supports the 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

### **3227 | Is it time for you to go Edcamping?**

Join this interactive session to learn about how Edcamp unconferences work, and why you might want to attend or organize one. Experience elements of the Edcamp model, identify ways it might complement other professional learning, and consider how it could benefit professional communities and leadership development. Participate in discussion of how Edcamp's emphasis on self-directed professional learning can be balanced with the need for system-directed professional learning.

**Jeffrey Carpenter**, Elon University, **Daniel Krutka**, **Amber Teamann**, Wylie Independent School District

### **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

### **3235 | Students With Inquiring Minds Are Scientists (S.W.I.M.A.S.)**

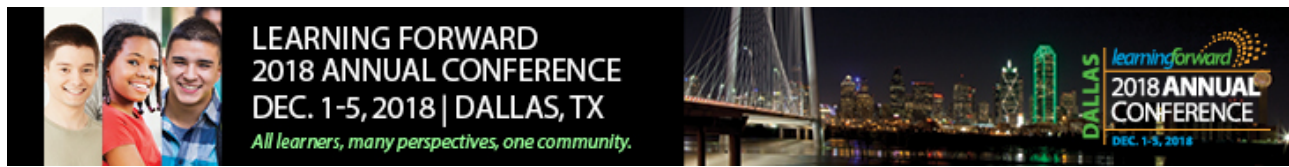
Learn about an effective way to engage elementary students in thinking, acting, and communicating like scientists using the Students With Inquiring Minds Are Scientists (S.W.I.M.A.S.) model. Experience the S.W.I.M.A.S. process including asking researchable and investigable questions, assessing prior understanding, planning and conducting investigations, supporting claims with evidence, engaging in scientific discourse, recording and analyzing data, and reflecting on the learning. Participants will leave with the understanding of how to begin to design their own S.W.I.M.A.S. units aligned with upcoming national or state science standards.

**Linda Cook**, **Malachi Ewbank**, Coppell ISD

### **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



## HIGHLIGHTED TEXAS PRESENTERS

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 and 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

### **3410 | The Designer's Mindset: Leading Change Through Design Thinking**

Modeled after the multi-stage approach employed with a cadre of site-based leaders in a large, suburban Central Texas district, this session will inspire action through a series of design cycles geared toward shifting to a learner-centric model for teaching and learning. Use needfinding, ideating, and prototyping to emerge with next steps for empowering and amplifying change within your school community. Strengthen your ability to apply design thinking approaches to future leadership and learning goals.

**Elizabeth Deterra, Mary Patin, Carl McLendon**, Lake Travis ISD, **Tony Borash**, Advanced Learning Partnerships

### **3412 | The 3 Keys to Effective, Efficient Leadership Team Meetings**

Effective leadership teams and meetings require three key levers: focus, discipline and accountability. Examine a specific protocol for creating a process and system for effective building-level leadership teams. Join other participants to reflect on your school's current leadership team systems and complete a gap analysis to identify next steps for moving into a more systematized approach.

**Veronica Kunschik**, Gainesville Independent School District, **Jason Culbertson**, Insight Education Group

### **3421 | Redesigning Staff Meetings**

Learn how to transform your staff meetings to 30-minute sessions focusing on professional learning, relationship building and problem solving. Explore how the use of technology can redesign your time and enhance learning experiences for your staff. Leave with activities, resources, and topics to replicate in your own setting.

**Kris Mitzner**, Tays Junior High, **Leah Lowry**, Katy ISD

### **3427 | Developing Focused and Authentic Collaboration Using Protocols**

Hear from instructional coaches who recognized a need to support teams in productive, results-based conversations. Learn how their efforts to implement protocols supported teams in building collective responsibility and in creating goals of improving student outcomes and equity for all students. Experience how team members felt about the process and how using protocols strengthened the team's ability to effectively use collaborative time.

**Tracy Pattat, Andrea Gautney**, Clear Creek ISD

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

Learn how a large district in Dallas-Ft. Worth area is investing and empowering classroom teachers. Come explore a program that allows teachers to advance professionally and financially while building teacher capacity, creating teacher ownership, transforming knowledge and skills into classroom practice and improving student performance. Hear how teachers are teaching and leading each other at the campus and district level; leave with handouts that define the model and share FAQs.

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



## HIGHLIGHTED TEXAS PRESENTERS

### 3432 | Teachers Growing Teachers

Learn how one large North Texas district is utilizing a video library to highlight desired exemplar teaching and support the growth of professional practice across the district. Consider which features to include in a video library to focus and maximize individual learning. Coordinate efforts of multiple departments to develop, create, and maintain the video library.

**Mike Brown**, Lewisville ISD

Please see [conference.learningforward.org/program](http://conference.learningforward.org/program) for a complete program and [fp.learningforward.org/session-selection/find-a-session.cfm](http://fp.learningforward.org/session-selection/find-a-session.cfm) for additional sessions from Texas presenters.