

HIGHLIGHTED SESSIONS ON URBAN ISSUES

Saturday, December 1

9:00 a.m. – 4:00 p.m.

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. 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

Sunday, December 2

9:00 a.m. – 4:00 p.m.

PC210 | Fort Wayne - Comprehensive System Improvement

Effective learning systems difficult to describe. Join this session, based on the book *Becoming a Learning System*, and focus on the essential attributes of a learning system, roles and responsibilities of key players, strategies for building district- and school-based learning agendas for learning teams, and how systems thrive in a cycle of continuous improvement. Hear how one district made the journey to become a model system of learning. Learn about the successes and the challenges; leave with strategies you can use to apply to an issue in your own district.

Kay Psencik, Learning Forward, **Wendy Robinson**, Fort Wayne Community Schools

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. Gain a better understanding of the impact of biases on the education of our students.

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

Monday, December 3

8:30 a.m. – 11:30 a.m.

1316 | From Pre-Service to Teacher Leadership: A Human Capital Investment

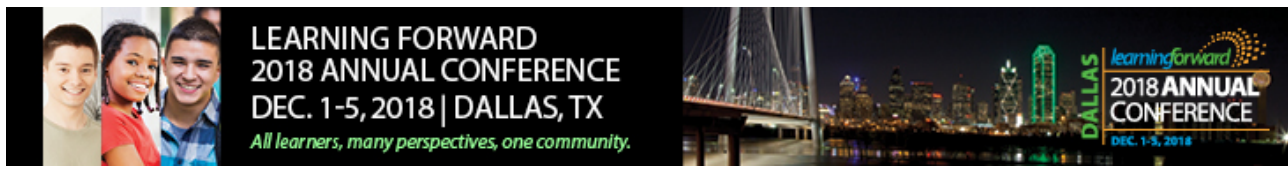
Learn how a large urban school district is addressing teacher attrition through targeted local solutions and building teacher capacity. Explore Miami-Dade's Teacher Academy Model, an exemplar in positioning teachers to be a catalyst for change in schools and for elevating teaching across all aspects of the continuum. Leave with next steps for supporting and transforming teachers into leaders focused on strengthening and impacting teaching, learning, achievement at your sites and districts.

Jose Dotres, Carmen Concepcion, Milagros Gonzalez, Isela Rodriguez, Miami Dade County Schools

1323 | Supporting ELLs in NYC: Teacher Leadership in a Network Improvement Community

Explore how school- and teacher-leaders from 20 schools in South Brooklyn have come together as a Network Improvement Community to strengthen the support for their English Language Learner students. Unpack how the community utilizes rapid cycles of change (harnessing practices of improvement science) and embedded measures to ground continuous learning both within and across schools. Through examples of school-based cycles and network-wide data, identify key practices and resources utilized in NYC to foster teacher leadership and continuous improvement in service of strengthening ELL achievement.

Marilyn Stotts, Sam Milder, NYC Department of Education



HIGHLIGHTED SESSIONS ON URBAN ISSUES

Monday, December 3

2:30 p.m. – 4:30 p.m.

1404 | Teacher Impact - Empowering Expertise & Retaining Teachers

Teacher-led professional learning is all the rage, but with so many initiatives and so little time, what steps can school leaders take to promote initiatives that retain quality teachers and make an impact on student learning? Hear how one school leveraged teacher-leadership roles and coaching to successfully transition to one-to-one personalized learning. Understand how teacher-led professional learning builds capacity, retains quality teachers, and transforms culture. Leave with tools and resources to implement a teacher leadership project.

Andrea Von Biberstein, Royanne Baer, Oliver Blackwell, Caroline Boddiford, Fulton County Schools

1419 | Developing and Implementing a Comprehensive PD Plan for Impact

Learn how a large, urban school district implemented a systemic approach for developing and supporting a comprehensive professional learning plan. Explore how the professional learning office engaged in a collaborative process to identify the multi-year goals of professional learning aligned to our strategic plan by identifying key data points. Analyze implementation data and early outcomes of the professional learning program and discuss takeaways and lessons learned from implementation.

Tonisha Walden, Tiffany Perkins, Guilford County Schools

Tuesday, December 4

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

NW04 | Networking for the Big 50 School Districts/Systems

Join a discussion about the major issues facing the largest school districts. Focus on ways in which students learn across content areas, examine the link between professional learning and student achievement, or discuss the best way to deploy resources. Consider how to increase public awareness and understanding that adult learning needs leads to student success.

Learning Forward

Tuesday, December 4

9:30 a.m. – 10:30 a.m.



TL24 | How Technology and Research on Generative Change Are Transforming Brooklyn High Schools



The Brooklyn North High Schools have partnered with Learning Innovation Catalyst (LINC) to help teachers and students become 21st century learners. Leveraging the research of Arnetha Ball (Stanford University), they are utilizing the Model of Generative Change to help create sustained classroom innovation and iteration. Learn how this professional learning approach is transforming educators while preparing students for the world they navigate today and will face tomorrow.



Jason Green, Meredith Lewis, LINC, **Jen Goldberg**, Brooklyn North High Schools

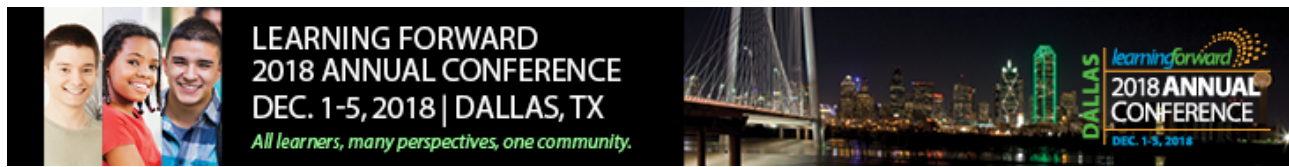
Tuesday, December 4

8:30 a.m. – 11:30 a.m.

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. Learn how to build effective teacher-leadership teams and how that can translate into accomplishing great things on campus and across your district. 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 plans, and connect with larger research facilities to gain support, an 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



HIGHLIGHTED SESSIONS ON URBAN ISSUES

Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2213 | Who is Your Learner? Supporting Leadership Through Inquiry

Learn how the school support and improvement department of a large urban school district aligned its support of principals through the development of guiding principles and pivotal instructional leadership practices. Learn about the professional learning path that is leading to sustainable changes in leadership practice. Develop a plan to establish guiding principles and pivotal instructional practices that guide the development and learning of leaders at all levels of the organization.

Sharon Williams, University of Washington, Center for Educational Leadership, **Adrienne Battle**, **Michelle Maultsby-Springer**, **Sito Narcisse**, Metropolitan Nashville Public Schools

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2415 | Feedback that Streamlines Efforts to Improve Teacher Performance

Formal and informal classroom observations, leadership team calibration, district focus walks and now you have mountains of feedback...what do we do NEXT to impact teacher practice and improve student success? In this collaborative session, participants will learn strategies to use feedback from all stakeholders as the lever to drive school and district professional development. Participants will leave the session with strategic tools and examples to support their daily work with schools.

Towanda Harris, **Tom Munn**, **Will Todd**, **Simone Wells-Heard**, **Shannon Williams**, Atlanta Public Schools

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3201 | Organizing Central Office for Collaboration and School Support: An Urban School District's Journey

Central office can be a key element of school reform, yet numerous studies cite the potential for central offices to impede and stymie school reform efforts. In this session learn how one of our nation's largest urban school districts is breaking down silos and creating systematic solutions to shift the role of central office from focusing on compliance and management to modeling and supporting principals as instructional leaders, specifically in the area of literacy. Leave with knowledge of lessons learned and the processes and structures to build the capacity in central office staff and principals as instructional leaders of literacy.

Monique Felder, **Adrienne Battle**, **Erika Coleman**, **Barbara Lashely**, **Michelle Maultsby-Springer**, **Sito Narcisse**, **Jill Petty**, Metropolitan Nashville Public Schools

3216 | Batter Up!

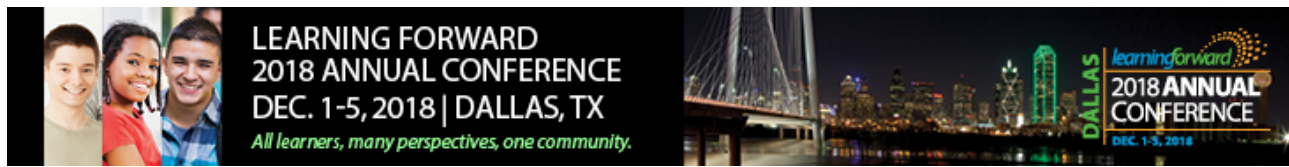
Grow your bench of leaders by learning how Shelby County Schools created a model of leadership development for all levels of employees. Spanning from school secretaries to principals to central office leaders and the Board of Education, continuous improvement and learning has become a part of daily operation. Apply knowledge learned in this overview session and prepare to knock leadership development in your district out of the park!

Lynn Carroll, **Angela Walker**, **Leah Anne Wood**, Shelby County Schools

3236 | Feeder Pattern Structures Designed to Meet the Needs of the Adolescent Learner

The middle to high school transition experience can be a very intimidating process for many adolescents. Learn details of a feeder pattern transition process that facilitates academic promise for the adolescent learner leading to College and Career-Readiness from two Principals from Prince George's County, Maryland. Leave with research-based adolescent development characteristics to incorporate in your classrooms and an understanding of the implementation process for successful transitions.

Helen Coley, **Katrina Lamont**, **Charity Magruder**, Prince George's County Public School



HIGHLIGHTED SESSIONS ON URBAN ISSUES

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3403 | Mentoring New Teacher Mentors to Address Equity Issues

Learn how a large urban school district trains new teacher mentors to coach and address issues of equity and bias in teaching and learning. Examine customized formative assessment tools designed to enable mentors to address equity issues with new teachers. Discuss how to increase mentors' effectiveness in differentiated coaching of new teachers with an equity lens. Review coaching strategies and language of equity-focused mentoring.

Caroline Satoda, San Francisco Unified School District, **Patrick Hennessey**, **Vanessa Hutchinson-Szekely**, **Lori Murakami**, BTSA Induction, SFUSD

3428 | Champions: The Heart of Learning and Performance

Are you wondering how you can provide effective professional learning experiences to your staff so they are prepared AND excited about teaching social and emotional learning skills to students? Leave this session with proven strategies for engaging adult learners, maximizing time and guaranteeing effectiveness. Watch your school culture transform in just one year using a proven Champion model!

Lynn Ochs, Mayerson Academy

Please see conference.learningforward.org/program for a complete program and fp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on **Urban Issues**.