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50
YEARS

2019 LEARNING FORWARD ANNUAL CONFERENCE

ST. LOUIS • DEC. 7-11, 2019

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Gateway to Success: Our Learning. Their Future.

Registration now open!

CONFERENCE PREVIEW

EARLY BIRD RATES END JULY 31!

ST. LOUIS | *learningforward*
**2019 ANNUAL
CONFERENCE**
DEC. 7-11, 2019

MAKE PLANS TO ATTEND THE 2019 LEARNING FORWARD ANNUAL CONFERENCE DEC. 7-11, 2019 IN ST. LOUIS

**GATEWAY
TO SUCCESS:**
Our Learning.
Their Future.



Registration now open!

Save up to \$125 when you register by July 31
at conference.learningforward.org.

98%

of respondents report that they leave the conference with ideas they will implement or apply.

97%

of respondents agreed that the preconference or conference sessions were pertinent and useful for their practice.

96%

of respondents agreed that they experienced a sense of community at the conference.

Source: Post-conference survey.

CONFERENCE OVERVIEW

ABOUT THE CONFERENCE

When it comes to **advancing educator professional learning**, this is THE conference. Join thousands of practitioners and thought leaders to:

- Develop solutions to professional development challenges for all educators;
- Strengthen **professional learning systems** at all levels;
- Explore best practices to create and sustain **equity** and excellence in teaching and learning every day; and
- Be part of a **global community of learners**.

...and gain valuable connections, tools, learning opportunities, and strategies.

WHO SHOULD ATTEND:

- Central office administrators
- Superintendents
- Policymakers and decision-makers
- Coaches and teacher leaders
- School-based learning teams
- Principals and assistant principals
- Higher education faculty and staff
- State and regional agency personnel
- Technical assistance providers
- Graduate students

WHY YOU SHOULD ATTEND:

- Leading practitioners sharing valuable resources to meet your professional learning needs
- Thought-provoking keynotes and distinguished lectures
- Preconference sessions that provide extended time for learning
- Shared meals are included to foster camaraderie and networking
- Reserved space in ticketed sessions
- Roundtable sessions featuring successful implementation
- Networking and meetup opportunities to connect with role-alike colleagues



SATURDAY, DECEMBER 7, 2019

Preconference sessions with networking lunch

Academy 2020 and 2021 sessions

SUNDAY, DECEMBER 8, 2019

Preconference sessions with networking lunch

Learning Forward State of Professional Learning for sponsors

Welcome reception/affiliate networking

MONDAY, DECEMBER 9, 2019

Conference overview & First Timer's Orientation

Over 100 concurrent sessions

Thought Leader lectures

General session with keynote

Sonja Santelises

Sit-down lunch

Reception with conference sponsors

TUESDAY, DECEMBER 10, 2019

Learning Forward Foundation Net-Walking for Learning

General session with keynotes

Michael Petrilli and **Harriet Sanford**

Over 100 concurrent sessions

Sponsors Showcase sessions

Thought Leader lectures

Sit-down lunch

Learning Forward business meeting

WEDNESDAY, DECEMBER 11, 2019

Learning Forward Spotlight

Networking Meetup sessions

General session with keynote

Taylor Mali

FastForward sessions

Roundtable sessions

Brunch

Over 70 concurrent sessions

KEYNOTE PRESENTERS

MONDAY



LEADERSHIP FOR LEARNING: EXCELLENCE IN EDUCATION FOR EVERY CHILD AT EVERY LEVEL

SONJA SANTELISES

Sonja Brookins Santelises is superintendent of Baltimore City Schools in Maryland. Santelises has spent 30 years focused on building high-quality teaching and learning to help students excel.

Santelises previously served as vice president for K-12 policy and practice at The Education Trust, assistant superintendent for a network of 23 pilot schools in Boston with a track record of successfully meeting students' needs and improving the achievement of low-income students, and executive director of the New York City Algebra Project, the local site of the national math reform program.

She also lectured on urban education at Harvard University and coached superintendents and trained school leaders in five major urban districts.

Throughout her career as an educator, academic, and administrator, Santelises has been steadfast in her belief that excellence in urban education is achievable at scale. "Our students have the same capacity for success as any other students," she says. "We must communicate and demonstrate our complete confidence in that capacity by charting a pathway to success for each individual child. The real challenge is ours — as educators — to hold ourselves and our students accountable for their achievement."

TUESDAY



EQUITY AND EXCELLENCE IN EDUCATION SYSTEMS: A PURPOSEFUL DESIGN

HARRIET SANFORD AND MICHAEL PETRILLI

Harriet Sanford's career is bound together by an unwavering commitment to strengthening community by building on the skills, talents, and aspirations of each of its members. From 2005 to 2019, Sanford served as president and CEO of the NEA Foundation, whose mission is to advance student achievement by investing in public education.

During her tenure at the NEA Foundation, Sanford transformed the depth and breadth of its programs by investing in educators to improve their instructional practice so they are better equipped to meet the needs of changing student populations.

Sanford began her career as a public school classroom teacher, moving on to roles as president and CEO of the Arts and Science Council in Charlotte, North Carolina, and the Fulton County Arts Council in Georgia. Sanford also serves as an international advisor to Learning Forward.

A specialist in charitable fundraising, Sanford led initiatives that have raised more than \$70 million to support the mission of nonprofit organizations. She also contributed her vision and expertise to a merger of two organizations that created Americans for the Arts, a major arts advocacy organization.



Michael Petrilli is president of the Thomas B. Fordham Institute, research fellow at Stanford University's Hoover Institution, executive editor of *Education Next*, and a distinguished senior fellow for Education Commission of the States.

An award-winning writer, he is the author of *The Diverse Schools Dilemma* and editor of *Education for Upward Mobility*. Petrilli has published opinion pieces in *The New York Times*, *Washington Post*, *Wall Street Journal*, *Bloomberg View*, and *Slate*, and appears frequently on television and radio.

Petrilli helped to create the U.S. Department of Education's Office of Innovation and Improvement, the Policy Innovators in Education Network, and Young Education Professionals. He is an international advisor to Learning Forward and serves on the advisory boards of the Association of American Educators, MDRC, and Texas Aspires.

 **SAVE UP TO \$125**
REGISTER BY JULY 31

WEDNESDAY



THE FLAWED BUT SACROSANCT ODYSSEY OF TEACHING

TAYLOR MALI

Taylor Mali is one of the most well-known poets to have emerged from the poetry slam movement and one of the original poets to appear on the HBO series "Def Poetry Jam." His poem "What Teachers Make" has been viewed over 4 million times on YouTube.

Mali is a vocal advocate of teachers and the nobility of teaching, having spent nine years in the classroom. He has performed and lectured for teachers all over the world, and, in 2012, he reached his goal of creating 1,000 new teachers through "poetry, persuasion, and perseverance." His book of essays, *What Teachers Make: In Praise of the Greatest Job in the World*, is his passionate defense of teachers drawing on his own experiences.

Mali is the author of four books of poetry and four CDs of spoken word. Mali received a New York Foundation for the Arts Grant in 2001 to develop "Teacher! Teacher!," a one-man show about poetry, teaching, and math that won the jury prize for best solo performance at the 2001 U.S. Comedy Arts Festival.

What does this year's conference theme "Gateway to Success: Our Learning. Their Future" mean to you?

"Education is the foundation for our country. In this global world, our future as leaders depends on education."

LINDA CRAIN
St. Louis Host Committee Member



TL11:

Leading from the Middle: Building the Professional Capital of All Educators

ANDY HARGREAVES

Boston College, Lynch School of Education

DENNIS SHIRLEY

Boston College, Lynch School of Education



TL12:

Not Light, But Fire: Leading Meaningful Race Conversations

MATTHEW KAY

Science Leadership Academy



TL13:

Beyond Diversity

COURTLANDT BUTTS

Pacific Educational Group



TL22:

Analyzing Assignments for Rigor and Equity

TANJI REED MARSHALL

The Education Trust



**MORE THAN
300
CONCURRENT
SESSIONS**

**Learning
Forward's
mission:**

*Equity and
excellence in
teaching and
learning.*

Choose from more than 300 concurrent sessions addressing the most pressing issues for education leaders, including:

- Improving instruction,
- Learning teams/PLCs,
- Instructional coaching,
- Implementing equitable instructional practices,
- Social justice teaching,
- Developing leadership capacity,
- Educator and student well-being,
- Applying data and evidence for decision-making,
- Learning facilitation skills,
- Supporting new teacher and principals,
- Implementing effective school improvement practices,
- Advocating for and resourcing professional learning
- Redesigning professional learning,
- And much more.

Take home tools, protocols, and skills you can apply immediately to improve your effectiveness and support student success. Gain easy-to-use strategies to advance professional learning in your school or district.

Engage with a community of learners comprised of education leaders and policymakers willing to share professional learning expertise.



2-Day Sessions | Saturday & Sunday

Dec. 7 and Dec. 8 | 9 am – 4 pm

PC101A | 2-DAY

Beyond Diversity: Introduction to Courageous Conversation and a Foundation For Deinstitutionalizing Racism and Eliminating Racial Achievement Disparities



Beyond Diversity is a powerful, personal, transforming two-day seminar designed to help administrators, staff, and stakeholders understand the impact of race on our lives, our work, and our learning. Interactive and stirring exercises strengthen participants' critical consciousness of race and lead them to investigate the role that racism plays in deinstitutionalizing achievement disparities. Most importantly, it models and teaches a protocol for discussing race in ways that are productive, insightful, and generative. We cannot solve the problems created by racism without discussing race, and Beyond Diversity, with a 25-year history and over 100,000 alumni, imparts a method for having a Courageous Conversation.

Courtlandt Butts (Danielle Joseph, djoseph@courageousconversation.com), Pacific Educational Group, San Francisco, CA

Area of Focus: Equity

Topics: Cultural/Gender/Racial Equity

Audience: Principals, Assistant Principals, Superintendents, Assistant Superintendents, Teacher Leaders/Mentors/Team Leaders

PC102A | 2-DAY

Leading Change: The Transformative Power of Design Thinking



Implement high-impact, equity-minded systems and site-based reforms by listening first and designing second. Experience

and internalize the five modes of design thinking as a continuous improvement strategy. Reflect on the power of each mode and strategize potential applications of design thinking for a change effort in your local context. Build capacity to cultivate a culture of collaboration and power cycles of team learning when solving big problems.

Nader Twal (ntwal@lbschools.net), Long Beach USD, Long Beach, CA

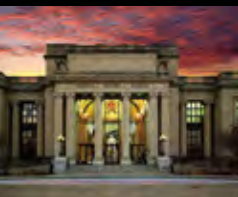
Jennifer Crockett (jcrockett@lbschools.net), Long Beach Unified School District, Long Beach, CA

Amy Pendray (apendray@lbschools.net), Long Beach Unified School District, Long Beach, CA

Area of Focus: Leading Learning Systems

Topics: Change Management, Comprehensive System Improvement/Reform

Audience: District-Level Professional Development Leaders, District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Superintendents, Assistant Superintendents



Things to do in St. Louis!



While you're in St. Louis, take advantage of the conference's central location to enjoy some sightseeing fun.

- See the Gateway Arch and museum and visit the Jefferson National Expansion Memorial.
- Take a ride on a 19th-century paddle wheel boat replica for a guided cruise down the mighty Mississippi.
- Go for dinner, drinks, and a show at Westport Plaza's 42-acre entertainment district, or enjoy some of the best blues venues around.
- Try out your detective skills at one of the many escape rooms within walking distance.
- Ride the Emerson Zooline Railroad and get a guided tour of some of the most exciting animal exhibits in the St. Louis Zoo.
- Visit the home to the 1904 World's Fair, one of the largest urban parks in the United States.
- Take a tour of the historic Anheuser-Busch Brewery, and visit the Budweiser Clydesdales.
- Rediscover your inner sense of wonder or art appreciation at the many museums within walking distance.
- Plus too many shopping and entertainment centers to count!

Saturday Sessions | Dec. 7 | 9 am – 4 pm

PC103

Instructional Materials That Meet English Learners' Needs



High-quality, educative curriculum is a fundamental component of an educational program that helps students access rigorous content and prepares English learners for

college and career. Learn fundamental design principles and guidelines for selecting or adapting high-quality materials that will support educators in improving educational outcomes for English learners. Examine sample lessons featuring specific scaffolds that simultaneously promote access to language and content. Practice reviewing learning materials and making suggestions for improvement.

Crystal Gonzales (cgonzales@elsuccessforum.org), English Learners Success Forum, Washington, DC

Renae Skarin (rskar@elsuccessforum.org), English Learners Success Forum, Washington, DC

Area of Focus: *Instructional Materials and Curriculum*

Topics: *English Learners/Linguistic Diversity, Equitable Access and Outcomes*

Audience: *District-Level Professional Development Leaders, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders*

PC104

The Mythbusters Guide to Educational Research



Learn how your beliefs can be reinforced or undermined by a rigorous multimethod approach to research. Explore a variety of methods, including quantitative analysis,

case studies, qualitative methods, meta-analyses, and syntheses of meta-analyses. Engage in a case study addressing a problem of practice through the lens of alternative research methods. Discover how you can become better advocates for the best available research and, along the way, be willing to challenge some of the prevailing myths of education.

Doug Reeves (douglas.reeves@creativeleadership.net), Creative Leadership Solutions, Boston, MA

Thomas Guskey (guskey@uky.edu), University of Kentucky, Lexington, KY

Area of Focus: *Using Data and Measuring Impact*

Topics: *Advocacy Efforts, Data-Driven Decision-Making, Evaluation and Impact*

Audience: *Policymakers and Community Stakeholders, Superintendents, Assistant Superintendents, Technical Assistance Providers*

PC105

Developing Teacher Mathematical Content Knowledge and Pedagogy: A Professional Learning Model



Learn about an innovative model of professional learning in which mathematical content knowledge, pedagogical knowledge, and knowledge of student thinking are

developed within the actual work of teaching. Understand equitable practices and how they can be developed within the model of professional learning. Investigate instructional routines and consider the affordances of teacher learning and student learning through engagement in the routines and analysis of lesson artifacts. Leave prepared to integrate components of the model of professional learning in your own setting.

Jennie Beltramini (jbeltramini@studentsachieve.net), Student Achievement Partners, New York, NY

Jody Guarino (jguarino@ocde.us), Orange County Department of Education, Costa Mesa, CA

Area of Focus: *Instructional Materials and Curriculum*

Topics: *Equitable Access and Outcomes, Improving Instruction, Mathematics, Models of Professional Learning*

Audience: *District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders*

What does this year's conference theme "Gateway to Success: Our Learning. Their Future" mean to you?

"The learning and professional development of educators is imperative to their students' future success."

GLENN BULT
St. Louis Host Committee Member



Saturday Sessions | Dec. 7 | 9 am – 4 pm

PC106

Social and Emotional Learning, Restorative Practices, and Brave Conversations About Race



This workshop will expose participants to a powerful three-pronged whole-school model for advancing equity in our schools: social and emotional learning, restorative practices, and brave conversations about race. The foundation of the equitable school is social and emotional learning for all members of the community. Social and emotional learning skills enable both young people and adults to build meaningful relationships — and research tells us that young people need and crave such connections and adults are not given adequate preparation in these skills before assuming their roles in schools. Restorative practices, and circles especially, offer a powerful container in which to practice these skills and build a deep sense of community. Participants will gain tools and strategies for framing cross-racial conversations about race and racism and engage in an interactive experience of a brave space through enlightening, meaningful, and supportive conversation.

Tala Manassah (tmanassah@morningsidecenter.org), Morningside Center for Teaching Social Responsibility, New York, NY

Daniel Coles (dcoles@morningsidecenter.org), Morningside Center for Teaching Social Responsibility, New York, NY

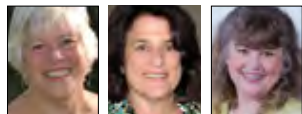
Area of Focus: Equity

Topics: Cultural/Gender/Racial Equity, Culture and Climate

Audience: Principals, Assistant Principals, Superintendents, Assistant Superintendents, Teacher Leaders/Mentors/Team Leaders

PC107

Elevating Teacher Leadership



Teacher leadership as a means to improving schools is a powerful strategy to promote effective, collaborative teaching practices

that lead to increased student achievement, improve decision-making at the school and district level, and create a dynamic teaching profession for the 21st century. Explore steps to improve teacher leadership in your schools and districts. Identify and challenge assumptions that interfere with the goals of teacher leadership. Foster a collaborative culture with the ability to manage and lead change.

Ann Delehant (adelehant@gmail.com), Learning Forward, Webster, NY

Amy Colton (amy.colton@learningforward.org), Learning Forward, Ann Arbor, MI

Debbie Cooke (wpglconsulting@gmail.com), Learning Forward, Ann Arbor, MI

Area of Focus: Leading Learning Systems

Topics: Leadership Development, Teacher Leadership

Audience: District-Level Professional Development Leaders, Principals, Assistant Principals, Teacher Leaders/Mentors/Team Leaders

PC108

Learning From and With Communities to Be a Culturally Responsive Educator



Effective educators in schools today must be culturally responsive in practice to effectively support educational equity for each student. Learn key practices for developing educators'

culturally responsive practice through co-constructed school-community learning experiences. Experience through simulations learning opportunities anchored in community engagement and experiences that support the development of culturally responsive practices among teachers and leaders. Develop plans for implementing school-community learning experiences for developing culturally responsive educators in their home schools, districts, and programs.

Saroja Warner (swarner2@wested.org), WestEd, Mid-Atlantic Comprehensive Center, Washington, DC

Alana Murray (alana_d_murray@mcpsmd.org), Montgomery County Public Schools, Gaithersburg, MD

Area of Focus: Equity

Topics: Community/Family Engagement, Culturally Responsive Pedagogy

Audience: District-Level Professional Development Leaders, Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches

PC109

Creating a System of Support for School Improvement



Transform your school with instructional excellence, collaborative professional learning, reflective culture, and collective leadership. Build strategic, intentional

systems of supports to strengthen principal and teacher leadership, goal setting, sustained professional learning, coaching, and data analysis. Identify the areas in your schools that need to be strengthened, and learn specific strategies for improving them within a system of continuous improvement.

Patrice Pujol (ppujol@niet.org), National Institute for Excellence in Teaching, Gonzales, LA

Laura Roussel (lroussel@niet.org), National Institute for Excellence in Teaching, Gonzales, LA

Area of Focus: Learning Communities and Continuous Improvement

Topics: Comprehensive System Improvement/Reform, Continuous Improvement Cycles

Audience: District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Principals, Assistant Principals, Superintendents, Assistant Superintendents

Saturday Sessions | Dec. 7 | 9 am – 4 pm

PC110

Teaming and Engaging Difficult Conversations: A Developmental Approach



Teaming and collaboration catalyze learning today in schools and systems. This session will provide guidance and tools to help educators engage effectively in teams and turn toward difficult conversations and situations to enhance collaboration. Explore adult developmental theory and how it supports growth and student achievement. Learn about a developmental approach to teaming and engaging difficult conversations. Develop skills for building structures and cultures that support individual and team growth.

Eleanor Drago-Severson (drago-severson@tc.edu), Teachers College, Columbia University, New York, NY

Area of Focus: *Developing and Supporting Leaders*

Topics: *Adult Development and Learning, Leadership Development*

Audience: *Principals, Assistant Principals, Superintendents, Assistant Superintendents, Teacher Leaders/Mentors/Team Leaders*

PC111

Facilitation Skills for Group Effectiveness



Increase your effectiveness as a facilitator. Learn ways to scaffold conversations in small or large groups, in dialogue or discussion. Explore five standards that improve meeting success. Expand your personal skills for managing group energy, focus, and information flow. Apply new understandings to increase effectiveness when collaborating for purposes of studying student work, dialoguing about data, planning, or decision-making.

Michael Dolcemascolo (michaeldolcemascolo@gmail.com), Thinking Collaborative, Skaneateles, NY

Jane Ellison (ccsjane@gmail.com), Thinking Collaborative, Denver, CO

Area of Focus: *Learning Designs and Implementation*

Topics: *Adult Development and Learning, Facilitation, Culture and Climate*

Audience: *District-Level Professional Development Leaders, Principals, Assistant Principals, School-Based Professional Development Leaders/ Instructional Coaches*

PC112

Walking the Talk of Educational Transformation: Leading and Learning in British Columbia



On the world stage, British Columbia's report card shows high achievement in education and skills. Engage with a story of educational transformation informed by the knowledge of our teachers, students, and community; grounded in the wisdom of our indigenous people; weaving together a global education conversation, an empowering curriculum, and learning sciences. See how a focus on skills, competencies, and mindsets can better equip today's learners for a world where they will have to create jobs, train, and retrain multiple times, and make difficult ethical decisions. Explore the role that school and district leadership play. Experience the frameworks and processes used to support and sustain the work and explore the possibilities for applying them in your context.

Denise Augustine (daugustine@sd79.bc.ca), School District 79 Cowichan, Duncan, British Columbia

Rod Allen (rodallen16@shaw.ca), (retired) School District 79 Cowichan, Duncan, British Columbia

Area of Focus: *Leading Learning Systems*

Topics: *Comprehensive System Improvement/Reform, Equitable Access and Outcomes, Global Perspectives*

Audience: *Superintendents, Assistant Superintendents, Principals, Assistant Principals, District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Policymakers and Community Stakeholders*

What does this year's conference theme "Gateway to Success: Our Learning. Their Future" mean to you?

"High-quality professional learning and collaboration grow the capacity of educators to more effectively impact student learning. Student learning is our WHY."

CHRIS TEMPLETON
St. Louis Host Committee Member

SAVE UP TO \$125
REGISTER BY JULY 31

Sunday Sessions | Dec. 8 | 9 am – 4 pm

PC201

Learning to Be: Promoting Engagement, Identity, and Well-Being



After years of pushing relentlessly on tested achievement, there is a growing realization that young people now need to focus more on leading lives of meaning and purpose, develop self-confidence in who they are, and have a sense of belonging to other people and to something bigger than themselves. Discover how we as educators can support students to succeed and thrive. Learn how to expand your definitions of learning, promote students' well-being, and help them grow in confidence and joy. Examine inspiring cases of schools that strengthen students' learning, engagement, identity, and well-being. Reflect with peers on their own efforts to move beyond a preoccupation with achievement and effort toward a wider commitment to learning and development.

Andy Hargreaves (andrew.hargreaves@bc.edu), Boston College, Chestnut Hill, MA

Dennis Shirley (dennis.shirley@bc.edu), Boston College, Chesnut Hill, MA

Area of Focus: Social and Emotional Learning/Health (SEL/SEH)

Topics: School Improvement/Reform, Social and Emotional Learning/Health (SEL/SEH)

Audience: Superintendents, Assistant Superintendents, Principals, Assistant Principals, District-Level Professional Development Leaders, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders

PC202

Empowering Global Citizens: A World Course



How do we help students work effectively with others from diverse cultural backgrounds? How do we help them understand the world? How do we prepare them for work and life in an era of globalization, volatility, and uncertainty? Empowering Global Citizens offers educators and parents compelling answers to those questions. In this session, participants will engage in The World Course, a curriculum on global citizenship education designed to equip students with the competencies they need to thrive and contribute to sustainable development in an era of globalization. Learn about the coherent and rigorous set of instructional units to support deep learning of 21st-century competencies that develop agency, imagination, confidence, and the skills to navigate the complexity of our times.

Fernando M. Reimers (fernando_reimers@harvard.edu), Harvard, Boston, MA

Area of Focus: International Perspectives and Emerging Issues

Topics: Educator Effectiveness, International Perspectives

Audience: District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Superintendents, Assistant Superintendents

PC203

Becoming a Learning System



Systems can be difficult to describe. All of us know the respiratory system exists, but few can explain its essential roles and

responsibilities in sustaining living organisms. Effective learning systems are no less 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 — from district leadership to school-based leadership teams — 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 for which professional learning is an appropriate response.

Frederick Brown (frederick.brown@learningforward.org), Learning Forward, Dallas, TX

Nikki Mouton (nikki.mouton@learningforward.org), Learning Forward, Dallas, TX

Wendy Robinson (wendy.robinson@fwcs.k12.in.us), Fort Wayne Community Schools, Fort Wayne, IN

Area of Focus: Leading Learning Systems

Topics: Continuous Improvement Cycles, School Improvement/Reform

Audience: District-Level Professional Development Leaders, District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Superintendents, Assistant Superintendents

PC204

Becoming a Learning Team



Based on the latest book in Learning Forward's series, this session focuses on the actions of the professional learning team in the application of a five-stage cycle of continuous learning. Participants will explore case studies and learn about ideas and actions that support the development of learning teams that experience and model professional learning that is long-term, sustained, and standards-driven; grounded in a cycle of continuous improvement; and capable of inspiring all to take responsibility for the learning of every adult and student in the school. Authors Stephanie Hirsh and Tracy Crow will be available for a special book signing.

Clara Howitt (clara.howitt@publicboard.ca), Greater Essex District School Board, Windsor, Ontario

Alexandra Fuentes (afuentes1@gmail.com), Learning Forward, Alexandria, VA

Area of Focus: Learning Communities and Continuous Improvement

Topics: Continuous Improvement Cycles, Improving Instruction

Audience: Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders

Sunday Sessions | Dec. 8 | 9 am – 4 pm

PC205

The Feedback Process: The Power of Learner-Focused Feedback



Feedback is a core part of a continuous improvement process for educators. The usefulness of feedback among educators depends on its quality, the context in which it is provided, and the frame of mind of those engaged in the process. Examine the attributes of effective feedback as well as the various types, purposes, and sources of feedback among teachers. Learn how to create a culture in which educators routinely exchange feedback, engage in interactions, and assess the effectiveness of feedback. Gain a deeper understanding of the feedback process and how to employ it to promote increased educator effectiveness. Participants will receive a copy of *The Feedback Process: Transforming Feedback for Professional Learning* by Joellen Killion.

Joellen Killion (joellen.killion@learningforward.org), Learning Forward, Lakeway, TX

Area of Focus: *Leading Learning Systems*

Topics: *Feedback and Observations, Leadership Development*

Audience: *Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches, Superintendents, Assistant Superintendents*

PC206

Developing Equitable Instructional Practice in Literacy: A Focus on K-2 Foundational Skills



All students deserve excellent foundational skills instruction that sets them on paths to college and career. But just what does equitable, standards-aligned, high-quality foundational skills instruction in a K-2 classroom look like? This session will focus on the components of a strong foundational skills experience for all students, including turnkey resources to build content knowledge and an observation tool that supports improvement of teacher practice through coaching, reflection, planning, or professional learning.

Tori Filler (tfiller@studentsachieve.net), Student Achievement Partners, New York, NY

Area of Focus: *Instructional Materials and Curriculum*

Topics: *College- and Career-Readiness/Student Performance Standards, Equitable Access and Outcomes, Improving Instruction, Literacy*

Audience: *District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders*

PC207

Creating a Common and Actionable Mathematics Vision



Bridge the gap between the current state of mathematics instruction and your vision of success for all students. Explore how Innovation Configuration (IC) maps can serve as tools to support the work of instructional leaders in your 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.

Shelly LeDoux (shelly.ledoux@austin.utexas.edu), Charles A. Dana Center, Austin, TX

Katey Arrington (katey.arrington@austin.utexas.edu), Charles A. Dana Center, Austin, TX

Area of Focus: *Learning Communities and Continuous Improvement*

Topics: *Improving Instruction, Mathematics*

Audience: *District-Level Professional Development Leaders, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders*

PC208

Coaching for Instructional Equity Using Culturally Responsive Pedagogy



Many schools have not been able to pivot from developing cultural proficiency to using culturally responsive practices to raise achievement scores. This session will focus on designing learning experiences for teachers that help them use culture as a cognitive scaffold rather than as multicultural window dressing in lessons and units. Examine tools and scripts to shift negative deficit thinking about student learning ability. Learn coaching strategies for designing lessons, units, and instructional activities that are cognitively demanding and engaging for students in ways that expand students' ability to carry more of the cognitive load.

Zaretta Hammond (zhammond@aol.com), Transformative Learning Solutions, New York, NY

Area of Focus: *Leveraging Coaches and Mentors*

Topics: *Culturally Responsive Pedagogy, Improving Instruction*

Audience: *District-Level Professional Development Leaders, Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches*

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Sunday Sessions | Dec. 8 | 9 am – 4 pm

PC209

Professional Learning to Promote Teacher and Student Agency: A Teacher-Led, Video-Based Model



Educators know that collaborative professional learning strengthens instructional practice and enhances student learning, but the reality is that collaborative learning does not always lead to improved practice.

Explore a transformative professional learning model that uses continuous improvement cycles, teacher-led video study of classroom practice, and student-facing rubrics to strengthen instructional practice and enhance student learning. Learn key practices to step up site-based collaborative learning, including guidance on how to integrate classroom video and strategies that promote teacher and student agency.

Nancy Gerzon (nngerzon@wested.org), WestEd, Amherst, NH

Area of Focus: Learning Designs and Implementation

Topics: Continuous Improvement Cycles, Technology for Professional Learning

Audience: District-Level Professional Development Leaders, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders

PC210

Reimagining Teacher Engagement at the Heart of Curriculum Selection and Implementation Efforts



It seems like everyone is talking about curriculum these days, particularly as districts across the country are finding more and more aligned products on the market and a variety of materials that could work for their students. Ultimately, however, the responsibility for creating a rigorous classroom environment rests with teachers,

and, far too often, they haven't been engaged in curricular decisions in meaningful ways. Learn how two districts have moved past engagement lip service into real, thoughtful discussion and feedback to ensure the right decisions are made and that lasting ownership is distributed throughout the teacher community. Learn from leaders from Baltimore City Public Schools (MD) and Orange County Department of Education (CA) about their successes, challenges, and recommendations for others. In this interactive session, participants will gain hands-on practice with planning tools and protocols while collaborating with the facilitators, curriculum adoption experts, and each other.

Lauren Weisskirk (lweisskirk@edreports.org), EdReports, Portland, OR

Shannah Estep (sestep@edreports.org), EdReports, Fresno, CA

Jody Guarino (jguarino@ocde.us), Orange County Department of Education, Costa Mesa, CA

Janise Lane (jjlane02@bcps.k12.md.us), Baltimore City Public Schools, Baltimore, MD

Area of Focus: Instructional Materials and Curriculum

Topics: Improving Instruction, Instructional Leadership and Supervision, Integrating Student or Teacher Voice, Literacy, Mathematics, Teacher Leadership, Urban Issues and Settings

Audience: District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Principals, Assistant Principals, Superintendents, Assistant Superintendents

PC211

Principals and Teacher Leaders: Leading Together Toward Equitable Schools



Today's schools must strive to ensure every student can succeed. Indeed, most are not currently designed to ensure equity. Come

question your assumptions about the role of teachers as leaders who can partner with principals to advance the individual and organizational learning needed for equitable schools. Examine schools' use of an equity framework to transform educators' beliefs, practices, and policies, and collaborate with preconference colleagues to create a powerful plan.

Jill Harrison Berg (jhberg@gmail.com), Jill Harrison Berg Consulting, Boston, MA

Geneva Valvo (genevalvo@walthampublicschools.org), Waltham Public Schools, Waltham, MA

Sonia Caus Gleason (sonia@soniacausgleason.org), Boston, MA

Area of Focus: Equity

Topics: Cultural/Gender/Racial Equity, Distributed/Shared Leadership

Audience: Principals, Assistant Principals, Superintendents, Assistant Superintendents, Teacher Leaders/Mentors/Team Leaders

PC212

Storytelling: Leading, Teaching, and Transforming in a New Way



Stories bring people together and unify them for specific purposes. Storytelling is a vital component in the toolbox of presenters, facilitators, teachers, and all leaders. Based on Robert Garmston's book, *The Astonishing Power of*

Storytelling, this session will engage you in the what, why, and how of storytelling that teaches and transforms. Explore and develop stories that shift perception, invite learning, inspire action, and change behaviors. Initiate a habit of story writing and telling. Acquire scaffolds and engage in skills practice to deepen your storytelling repertoire. Increase your personal efficacy as a storyteller.

Michael Dolcemascolo (michaeldolcemascolo@gmail.com), Thinking Collaborative, Skaneateles, MA

Area of Focus: Learning Designs and Implementation

Topics: Adult Development and Learning, Culture and Climate

Audience: District-Level Professional Development Leaders, District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment), Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders

Sunday Sessions | Dec. 8 | 9 am – 4 pm

PC213

Social Justice Teaching 101



Learn how to effectively implement anti-bias instruction in your classroom. Explore practical strategies for accomplishing academic and social and emotional goals.

Discuss learning conditions that honor all identities and reflect diversity, equity, and justice. Explore ready-to-use materials, apply rigorous standards, and plan ways to incorporate research-based teaching practices, and leave with ideas and tools for transforming your classroom and school.

Val Brown (val.brown@splcenter.org), Teaching Tolerance, Lakeway, TX

Byron Durias (byron_durias@scps.k12.fl.us), Seminole County Public Schools, Sanford, FL

Area of Focus: Equity

Topics: Culturally Responsive Pedagogy, Culture and Climate, Social and Emotional Learning/Health (SEL/SEH)

Audience: Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders

PC214

The Choreography of Presenting



Imagine consistently presenting with purpose and intention in any setting with a choreographer's mindset. Learn how communicative intelligence can enhance your ability to communicate with greater congruence and authenticity in any setting, including one-on-one, committee, and entire staff meetings. Explore the essential abilities of effective presenters, including credibility, rapport, reading a group, listening, acknowledging, responding, and recovering with grace. Practice strategies for handling challenging questions and comments from participants with dignity while maintaining a positive group dynamic.

Kendall Zoller (kvzollerci@gmail.com), Sierra Training Associates, Foresthill, CA

Area of Focus: Learning Communities and Continuous Improvement

Topics: Leadership Development, Teacher Leadership

Audience: District-Level Professional Development Leaders, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders



PC215

Sit & Get Won't Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain



Visualize the worst presentation that you have ever been a part of as an adult learner. Now visualize the best. No doubt there is a considerable difference between the two. Examine six principles of adult learning theory that should be considered when interacting with faculty, staff, and professional learning communities. Experience 10 characteristics of quality professional learning that should be applied when implementing professional development. Plan your next professional learning incorporating some of the 20 brain-based strategies that take advantage of the ways adult and student brains learn best.

Marcia Tate (marciata@bellsouth.net), Developing Minds, Conyers, GA

Area of Focus: Learning Designs and Implementation

Topics: Adult Development and Learning, Implementation

Audience: District-Level Professional Development Leaders, School-Based Professional Development Leaders/Instructional Coaches, Teacher Leaders/Mentors/Team Leaders

What does this year's conference theme "Gateway to Success: Our Learning. Their Future" mean to you?

"Coming together to learn and grow for our students and school communities."

CONNIE BUCKMAN
St. Louis Host Committee Member

PC216

Better Conversations



Much of our joy and sorrow in life, and our success and failure at work, are the direct result of our relationships. Our relationships flourish or fail depending on how well we communicate. Learn how to listen and communicate with empathy, find common bonds, and build emotional connections. Develop the beliefs and habits that lead to better conversations and more life-giving conversations.

Jim Knight (jim@instructionalcoaching.com), Instructional Coaching Group, Gainesville, FL

Area of Focus: Leading Learning Systems

Topics: Culture and Climate, Leadership Development

Audience: District-Level Professional Development Leaders, Principals, Assistant Principals, School-Based Professional Development Leaders/Instructional Coaches

REGISTRATION INFORMATION

WHAT'S INCLUDED?

Fees for Saturday and Sunday include lunch and session materials. Fees for Monday and Tuesday include lunch, general session program, morning sessions, afternoon sessions, and session materials. Wednesday's fee includes brunch, general session program, morning sessions, afternoon sessions, and session materials. All attendees are invited to the Sunday night reception.

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	MEMBER	NONMEMBER	MEMBER	NONMEMBER
SATURDAY, DEC. 7 Preconference only	\$249	\$324	\$259	\$334
SUNDAY, DEC. 8 Preconference only	\$249	\$324	\$259	\$334
MONDAY, DEC. 9	\$224	\$299	\$234	\$309
TUESDAY, DEC. 10	\$224	\$299	\$234	\$309
WEDNESDAY, DEC. 11	\$214	\$289	\$224	\$299

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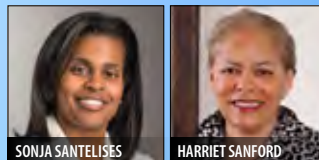


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