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# 2020 LEARNING FORWARD ANNUAL CONFERENCE CHICAGO

## CONFERENCE PREVIEW

DEC 5-9, 2020 | McCORMICK PLACE WEST & MARRIOTT MARQUIS CHICAGO



Chicago

# INNOVATE & IMPACT

A vibrant photograph of the Chicago skyline at dusk or dawn. The sky is a mix of blue and orange, with soft clouds. In the foreground, the water of Lake Michigan is visible, with a few small boats. A construction crane is visible on the left side, working on a building under construction. The skyscrapers are reflected in the water.

PLAN TO ATTEND  
DEC  
5-9  
2020

# INNOVATE FOR IMPACT

**THE LEARNING CONFERENCE.** Education leaders and policy makers will gather to share professional learning expertise focused on creating and sustaining equity and excellence in teaching and learning every day.

Make connections and take home tools and strategies to understand and implement effective professional learning in classrooms, schools, and districts.

[conference.learningforward.org](https://conference.learningforward.org) | [#learnfwd20](https://twitter.com/learnfwd20)

# MAKE PLANS TO ATTEND THE LEARNING FORWARD 2020 ANNUAL CONFERENCE IN CHICAGO

DEC 5-9, 2020 MCCORMICK PLACE WEST &  
MARRIOTT MARQUIS CHICAGO

This year's Annual Conference theme is **Innovate for Impact**, addressing questions such as:

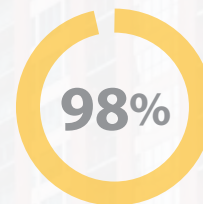
- What innovative solutions do education leaders need to know about for professional learning policies, systems, and practices?
- How can professional learning be leveraged to achieve school improvement?
- How can we measure the impact of professional learning so that you can ensure your investments are leading to equity and excellence for all students?

Education leaders at all levels—policy, system, school, and classroom—will lead like-minded colleagues through the tools and strategies needed to understand and implement effective professional learning in classrooms, schools, and districts.

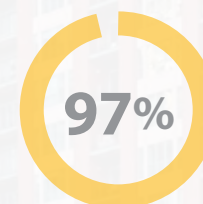
More information at [conference.learningforward.org](https://conference.learningforward.org).

**CHICAGO** | *learningforward*  
**2020 ANNUAL  
CONFERENCE**  
DEC. 5-9, 2020

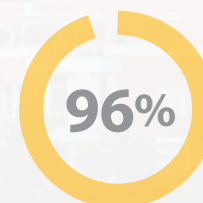
**Register now for preconference sessions** before they fill.  
Concurrent session registration **opens in August**.



OF RESPONDENTS REPORTED THAT THEY LEAVE THE CONFERENCE WITH IDEAS THEY WILL IMPLEMENT OR APPLY.



OF RESPONDENTS AGREED THAT THE PRECONFERENCE OR CONFERENCE SESSIONS WERE PERTINENT AND USEFUL FOR THEIR PRACTICE.



OF RESPONDENTS AGREED THAT THEY EXPERIENCED A SENSE OF COMMUNITY AT THE CONFERENCE.

**Save up to \$125**  
when you register by **July 31, 2020** at  
[conference.learningforward.org](https://conference.learningforward.org) or by mail,  
fax, or scan using the form on page 19.

# CONFERENCE AGENDA

DECEMBER  
**05**

SATURDAY

Preconference sessions with networking lunch

Academy 2021 and 2022 sessions

DECEMBER  
**06**

SUNDAY

Preconference sessions with networking lunch

Welcome reception/affiliate networking

DECEMBER  
**07**

MONDAY

Conference overview & First Timer's Orientation

**Over 100 concurrent sessions**

Innovator-Researcher-Author lectures

General session with keynote **Dan Heath**

Sit-down lunch

Reception with conference sponsors

DECEMBER  
**08**

TUESDAY

Learning Forward Foundation Net-Walking for Learning

General session with keynote **Valerie Kinloch**

**Over 100 concurrent sessions**

Sponsors Showcase sessions

Networking Meetup sessions

Roundtable sessions

Innovator-Researcher-Author lectures

Sit-down lunch

Learning Forward business meeting

DECEMBER  
**09**

WEDNESDAY

General session with keynote **Anthony Bryk and Barbara Schneider**

Sit-down lunch

Roundtable sessions

**Over 70 concurrent sessions**

## AREAS OF FOCUS:

ADVOCACY EFFORTS AND  
POLICY DEVELOPMENT

COACHING

EQUITY AND EXCELLENCE

HIGH-QUALITY CURRICULUM

INTERNATIONAL PERSPECTIVES  
AND EMERGING ISSUES

LEADERSHIP DEVELOPMENT

LEADERSHIP PRACTICES

LEARNING COMMUNITIES  
AND NETWORKS

LEARNING DESIGNS AND  
IMPLEMENTATION

RESEARCH AND IMPACT

SOCIAL AND EMOTIONAL  
LEARNING

## THANK YOU TO OUR SPONSORS:



AdvancED and  
Measured Progress  
are now



Millennium Park Cloud Gate



Chicago River



Buckingham Memorial Fountain  
in Grant Park

## Things to Do in Chicago

- Field Museum
- Adler Planetarium
- Willis Tower
- Pritzker Pavilion, designed by Frank Gehry
- Art Institute of Chicago
- Gino's East Pizza
- Garrett Popcorn
- Gangsters and Ghosts Tour

## KEYNOTE SPEAKERS



### MONDAY KEYNOTE

#### DAN HEATH

Dan Heath is a senior fellow at Duke University's CASE center, which supports social entrepreneurs. Heath is the coauthor, along with his brother Chip, of four books: *Decisive* (Currency, 2013), *Switch* (Crown Business, 2010), *Made to Stick* (Random House, 2007), and *The Power of Moments* (Simon & Schuster, 2017), and author of his newest book, *Upstream* (Avid Reader Press / Simon & Schuster, 2020). Dan and Chip Heath's books are *New York Times* bestsellers, and have earned Amazon ratings of at least 4.6 out of 5.0 (across 2,600 reviews). The Heath brothers' books have been translated into over 30 languages. Previously, Heath worked as a researcher and case writer for Harvard Business School. In 1997, he co-founded an innovative publishing company called Thinkwell, which continues to produce a radically reinvented line of college textbooks.



### TUESDAY KEYNOTE

#### VALERIE KINLOCH

Valerie Kinloch is the Renée and Richard Goldman Endowed Dean of the School of Education at the University of Pittsburgh and vice president of the National Council of Teachers of English (NCTE). Her books include: *Still Seeking an Attitude: Critical Reflections on the Work of June Jordan* (Lexington Books, 2004), *June Jordan: Her Life and Letters* (Praeger, 2006), *Harlem on Our Minds: Place, Race, and the Literacies of Urban Youth* (Teachers College Press, 2010), *Urban Literacies: Critical Perspectives on Language, Learning, and Community* (Teachers College Press, 2011), *Crossing Boundaries: Teaching and Learning with Urban Youth* (Teachers College Press, 2012), *Service-Learning in Literacy Education* (Information Age Publishing, 2015), and *Race, Justice, and Activism in Literacy Instruction* (Teachers College Press, 2019).



### WEDNESDAY KEYNOTE

#### ANTHONY BRYK

Anthony Bryk became president of the Carnegie Foundation for the Advancement of Teaching in 2008. Previously, he held the Spencer Chair in Organizational Studies in the School of Education and the Graduate School of Business at Stanford University.

He is a member of the National Academy of Education and a member of the American Academy of Arts and Sciences. His deep interest in bringing scholarship to bear on improving schooling is reflected in his books, *Trust in Schools: A Core Resource for Improvement* (Russell Sage Foundation, 2002) with Barbara Schneider and *Organizing Schools for Improvement: Lessons from Chicago* (University of Chicago Press, 2010). His most recent book is *Learning to Improve: How America's Schools Can Get Better at Getting Better* (Harvard Education Press, 2015).



#### BARBARA SCHNEIDER

Barbara Schneider is the John A. Hannah Chair University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. Her research focuses on how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood.

Schneider has published 17 books and over 100 refereed journal articles that focus on the family, social context of schooling, and sociology of knowledge. She is the past president of the American Educational Research Association, a fellow of the American Association for the Advancement of Science, and a fellow in the National Academy of Education and Association for Psychological Science.

INNOVATOR-  
RESEARCHER-  
AUTHOR  
LECTURERS



**DEBORAH LOEWENBERG-BALL**

The William H. Payne Collegiate Professor of Education at the University of Michigan, an Arthur F. Thurnau Professor, and the founding director of TeachingWorks



**AMANDA LEWIS AND JOHN DIAMOND**

Authors of *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*



**JENNY NAGAOKA**

Deputy Director, University of Chicago Consortium on School Research, Urban Education Institute, University of Chicago



**JIM SHORT**

Carnegie Corporation of New York, New York  
Program director within the Carnegie Corporation's Education program

## PC 101



## COACHING MATTERS

Not all coaching programs produce equal results. Learn about a framework that specifically describes what needs to be in place for a coaching program to be effective. Explore how using the framework can help to create, assess, and improve coaching programs. Examine the roles of coaches and the coach champion (primary advocate for the coaching program) and the essential characteristics of effective building-level instructional coaching programs. Walk away with practical examples, tools, and rubrics from the second edition of *Coaching Matters* (Learning Forward, 2020).

## PARTICIPANTS WILL:

- Consider the conditions necessary for a coaching program to be effective;
- Examine and reflect on examples of structures and tools that support effective coaching programs;
- Determine ways to establish priorities for the work of the coach;
- Explore ways to measure the effectiveness of coaches and coaching programs;
- Learn ways to build strong relationships between coaches and principals, coaches and teachers, and coaches and the coach champion (primary advocate for the coaching program); and
- Determine ways to support the ongoing growth of coaches.

**Cindy Harrison**, Learning Forward, Edmonds, WA, harrison.cindy@gmail.com

**Heather Clifton**, Learning Forward, Centennial, CO, hlclifton@gmail.com

*Area of Focus: Coaching*

## PC 102



## CLAIMING YOUR POWER: FACILITATION STRATEGIES FOR TEACHERS AND OTHERS

Address major challenges, tensions, and questions around managing meetings. See how to produce engagement and buy-in and make meetings productive even when there is insufficient time, conflict, and difficult people. Get teacher and administrative clarity on decision-making. Acquire tools, concepts, and experience-based research in this interactive session appropriate for teachers and others without role authority, such as curriculum specialists, counselors, instructional support persons, and department and grade-level heads.

## PARTICIPANTS WILL:

- Acquire principles and strategies to accomplish goals despite typical tensions in meetings;
- Extend and practice a personal portfolio of facilitation skills in a safe environment; and
- Increase confidence addressing challenges that occur in meetings.

**Robert Garmston**, Facilitation Associates, El Dorado Hills, CA, fabobg@gmail.com

**Carolyn McKanders**, Facilitation Associates, Litchfield Park, AZ, carolyn.mckanders@gmail.com

*Area of Focus: Leadership Development*

## PC 103



## BECOMING A LEARNING SYSTEM

Explore how school districts, charter management organizations, and networks of traditional and nontraditional schools can create environments that foster effective teaching and learning. Understand the assumptions guiding this work and Learning Forward's vision for a learning system. Discuss the changing role of a district or charter management central office necessary to support the work of building leaders and their leadership teams. Examine the link between standards-based professional learning, improved practices of teachers and leaders, and increased student learning to gain a system focus. Participants will receive a copy of *Becoming a Learning System* (Learning Forward, 2013).

## PARTICIPANTS WILL:

- Focus on the essential attributes of a learning system, the 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;
- Study the journey of how one district became a model system of learning; and
- Leave with strategies that can be applied to an issue in their own district for which professional learning is an appropriate response.

**Frederick Brown**, Learning Forward, Richardson, TX, frederick.brown@learningforward.org

**Kay Psencik**, Learning Forward, Cypress, TX, kay.psencik@learningforward.org

*Area of Focus: Learning Communities and Networks*



## PC 104



### BELONGING THROUGH A CULTURE OF DIGNITY

Too often, equity implementation reinforces a vicious cycle of failure, largely because the keys to success are missing. Learn how to make equity actionable through the concepts of dignity and belonging. Experience a framework that helps districts, schools, and educators get their equity implementation right. Participants should bring a copy of *Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation* (Mimi & Todd Press, 2019). A limited number of copies will be available for sale on site.

#### PARTICIPANTS WILL:

- Acquire a framework to shape a climate of belonging and a culture of dignity in classrooms, schools, and districts;
- Identify indicators of belonging and dispositions, standards, and violations of dignity; and
- Enhance their capabilities to make cultural responsiveness and equity actionable.

**John Krownapple**, Dignity Consulting, Woodstock, MD, john.krownapple@gmail.com

**Floyd Cobb**, Cobb Consulting, Aurora, CO, fcobb2@yahoo.com

*Area of Focus: Equity and Excellence*

## PC 105



### BECOMING A LEARNING TEAM

Gain step-by-step guidance in using collaborative learning time for teachers to solve specific student learning challenges. Examine a process for using student data to craft student and educator learning goals leading to learning plans, implementation steps, and progress monitoring. Focus on the role of learning teams in implementing high-quality instructional materials and what that means for student and educator learning goals and agendas. Participants will receive a copy of *Becoming a Learning Team* (Learning Forward, 2018, 2nd ed.).

#### PARTICIPANTS WILL:

- Understand the value and importance of collaborative learning to improve teaching and learning;
- Take steps to launch a learning team cycle with five key stages and examine how to implement each with specific strategies and supporting protocols;
- See how to support the meaningful implementation of high-quality instructional materials;
- Adapt the cycle to fit specific school and district calendars and initiatives; and
- Leave with a road map to focus on the day-to-day actions in classrooms among students, educators, and instructional materials for maximum impact.

**Kellie Randall**, Learning Forward, Aurora, CO, kellie.randall@learningforward.org

**John Eyolfson**, Learning Forward, Aurora, CO, johneyolfson@gmail.com

**Stephanie Hirsh**, Learning Forward, Dallas, TX, stephanie@hirshholdings.com

*Area of Focus: Learning Communities and Networks*

## PC 106



### ASSESSING IMPACT: EVALUATING PROFESSIONAL LEARNING

Measuring the quality, effectiveness, and impact of professional learning requires thoughtful planning and implementation of an evaluation process. Acquire an eight-step process for evaluating professional learning. See how to assess the evaluability of a program; formulate evaluation questions; and construct an evaluation framework that includes data sources, data collection methods, and data analysis. Learn to apply the process to create a plan for evaluating your own professional learning programs. Participants will receive a copy of *Assessing Impact: Evaluating Professional Learning* (Corwin/Learning Forward, 2018, 3rd ed.).

#### PARTICIPANTS WILL:

- Define the steps of the evaluation process;
- Assess the evaluability of an existing professional learning program (outcomes defined as KASAB, standards of success, indicators of success, theory of change);
- Revise professional learning core components to increase evaluability, if needed; and
- Construct an evaluation framework (data sources, data collection methods, data analysis techniques, timeline) for their own professional learning program or a simulated one to answer the evaluation questions.

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

*Area of Focus: Learning Designs and Implementation*

## PC 107



## EQUITY LITERACY FOR LEADERS

Begin building a brave community and creating a more equitable learning environment by examining how your personal experiences and attitudes impact your professional practices as you prepare students for a global 21st-century world that's not race neutral. Use your sphere of influence to create a space for accountability that addresses the individual intersecting social identities of students, cultivates their cultural capital, and empowers them intellectually and emotionally while sustaining professional learning for adults around educational equity and racial literacy. Learn to lead your school or district through a process that assesses the adaptability of your organization while modeling lifelong learning.

## PARTICIPANTS WILL:

- Engage in interactive and self-reflective activities and have the opportunity to raise their consciousness about what it means to be an equity leader;
- Self-assess how their own experiences and attitudes affect their professional practices; and
- Leave ready to lead their school or district to build an equitable learning environment.

**Corrie Wallace**, Cultivating Opportunities for Respectful Reflection on Identity through Education, Evanston, IL, corrie@corriellc.com

*Area of Focus: Equity and Excellence*

## PC 108



## ELEVATING TEACHER LEADERSHIP

Teacher leadership is a powerful strategy for continuous improvement of teaching and learning. It promotes collaborative cultures, collective responsibility, teacher agency and credibility, and improved decision-making at school and district levels, resulting in equitable learning outcomes. See how teacher leadership has also proven to address teacher shortages. Explore how teacher leaders take responsibility for innovation and change. Acquire skills to advocate for and improve teacher leadership in schools and districts.

## PARTICIPANTS WILL:

- Understand how to advance teacher leadership to ensure excellence with equity in schools and school systems;
- Define teacher leadership purpose, benefits, roles, and responsibilities;
- Identify the conditions and supportive structures for successful leadership;
- Cultivate the knowledge, skills, dispositions, and practices for teacher leadership;
- Gain advocacy skills to promote teacher leadership; and
- Use evidence to assess the impact of teacher leaders' work.

**Ann Delehant**, Learning Forward, Webster, NY, ann.delehant@learningforward.org

**Amy Colton**, Learning Forward, Ann Arbor, MI, acolton2@gmail.com

**Debbie Cooke**, WPGI Consulting, Lake Worth, FL, wpglconsulting@gmail.com

*Area of Focus: Leadership Development*



## PC 109



## SHALL WE DANCE? UNDERSTANDING CHOREOGRAPHY FOR SOCIAL AND EMOTIONAL LEARNING IMPLEMENTATION

The commitment to developing and implementing schoolwide and districtwide practices for social and emotional learning requires establishing foundational awareness and understanding, developing and communicating a philosophical rationale, and revisiting and revising structures and routines. Learn about the organizational choreography needed for the work of social and emotional learning (SEL), and see how to place the social and emotional needs of students at center stage while sharing the spotlight with the traditional focus on academics. Examine both the mind moves and the machine moves necessary for having SEL serve as the catalyst for more supportive organizational rhythms, enabling more students to thrive.

## PARTICIPANTS WILL:

- Learn CASEL frameworks for SEL, including the five SEL competencies and tools needed to support schoolwide and districtwide implementation;
- Investigate their personal readiness and organizational capacity for the SEL journey by thinking through the lenses of self-awareness and change management; and
- Design next steps based on their understanding and tailored to their specific organizational context.

**Daidre Farmbry**, Collaborative for Academic, Social, and Emotional Learning (CASEL), Philadelphia, PA, dfarmbry@comcast.net

**Bloodine Barthelus**, Collaborative for Academic, Social, and Emotional Learning (CASEL), Alexandria, VA, bbarthelus@casel.org

*Area of Focus: Social and Emotional Learning*



## PC 110



### BEST PRACTICES IN SUPPORTING LGBTQ+ STUDENTS

Focus on the experiences and needs of LGBTQ+ young people in school settings. Acquire language and terminology, understand identity development, and experience opportunities for reflection, dialogue, and skill building.

#### PARTICIPANTS WILL:

- Review and gain familiarity with language and terminology;
- Identify concrete ways to support transgender and gender expansive students in school;
- Understand approaches that make the classroom environment more affirming for LGBTQ+ identities; and
- Discuss scenarios to build a tool kit of responses.

**Nat Duran**, Illinois Safe Schools Alliance, Chicago, IL, [nat.duran@phimc.org](mailto:nat.duran@phimc.org)

**Grecia Magdaleno**, Illinois Safe Schools Alliance, Chicago, IL, [grecia.magdaleno@phimc.org](mailto:grecia.magdaleno@phimc.org)

*Area of Focus: Equity and Excellence*

## PC 111



### SUPPORTING TEACHERS IN NEXT GENERATION SCIENCE TEACHING

A framework with a research-based vision for science teaching and learning has led to new science standards across three-fourths of the U.S. Focus on the key instructional shifts targeted by these standards, including the central role of using students' own questions to drive their learning and connecting students' science learning to their own lives. Discover how these shifts are reflected in instructional materials and the types of classroom discourse needed to support these approaches, in which students build, test, and refine their science ideas. Examine the role of coaches, principals, and professional learning providers in supporting teachers to make these shifts. Explore how to conduct and debrief classroom observations for this type of teaching.

#### PARTICIPANTS WILL:

- Understand the key instructional shifts involved in the Framework for K-12 Science and Next Generation Science Standards (NGSS) by anchoring learning in phenomena and using students' questions to drive science learning;
- Analyze classroom video to identify strengths and areas of improvement for key instructional shifts in science;
- Develop strategies for observing and supporting teachers in phenomena and question-driven science teaching;
- Recognize the characteristics of instructional materials that support the instructional shifts of the framework and NGSS; and
- Acquire a tool kit of resources (including open educational resources curriculum and professional learning materials) to support teachers in this work.

**Brian Reiser**, Northwestern University, Evanston, IL, [reiser@northwestern.edu](mailto:reiser@northwestern.edu)

**Katherine McNeill**, Boston College, Chestnut Hill, MA, [kmcneill@bc.edu](mailto:kmcneill@bc.edu)

*Area of Focus: High-Quality Curriculum*

## PC 112



### SEEKING EQUITY THROUGH TRUTH AND RECONCILIATION

What happens when leaders, both formal and informal, seek to understand the truth of historical oppression and how that oppression continues to exist deep in our structures? See how taking purposeful, significant actions toward reconciliation can move education toward equity for all. Experience truth through a facilitated, collective, interactive telling of the story of colonization designed to promote awareness of multiple worldviews.

#### PARTICIPANTS WILL:

- Practice reconciliation by working together to identify structures (classroom organization, policies, budgets, hiring practices, organizational charts, decision-making processes, etc.) that can be challenged and transformed; and
- Leave with strategies and next steps for moving from equity-aware to equity-seeking organizations.

**Denise Augustine**, Ministry of Education, Victoria, British Columbia, Canada, [denise.augustine@gov.bc.ca](mailto:denise.augustine@gov.bc.ca)

**Roderick Allen**, Rod Allen Consulting, Duncan, British Columbia, Canada, [rodallen16@shaw.ca](mailto:rodallen16@shaw.ca)

*Area of Focus: International Perspectives and Emerging Issues*

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PC 113



## LEADING GROUPS: EFFECTIVE STRATEGIES FOR BUILDING PROFESSIONAL COMMUNITY

Group leaders wear many hats at once as they bring positional responsibility, technical knowledge, and information to meetings and work sessions. Explore a leadership repertoire that flexes between the stances of presenting, collaborating, and facilitating when communicating important information. Explore ways skillful leaders manage three simultaneous agendas with and for their groups: task focus, process skill development, and relational development. Master the mindful leader's delicate balancing act by understanding when and how leaders should assert themselves with their groups and when and how to integrate themselves within their groups.

### PARTICIPANTS WILL:

- Walk away with principles and formats for designing effective group work;
- Develop flexibility with three leadership stances: presenting-collaborating-facilitating;
- Understand the concepts and skills needed for framing group purposes, tasks, and processes;
- Develop a repertoire of strategies for energizing groups and supporting information processing;
- Acquire a tool kit of verbal and nonverbal skills and moves; and
- Leave with ways to increase confidence when dealing with difficult topics and difficult groups.

**Laura Lipton**, MiraVia, Burlington, VT, lelipton@miravia.com

**Bruce Wellman**, MiraVia, Guilford, VT, bwellman@miravia.com

*Area of Focus: Leadership Practices*

## “ Innovate for Impact: What the conference theme means to members of our host committee

**“Innovate for impact means an opportunity to think big, plan collectively, and inspire growth.”**

*Sarah Mumm, director educational services K-5, Kaneland School District 302*

**“Innovate for Impact means that teachers and administrators are constantly thinking outside of the box to meet the current and future needs of ALL students so students are given the opportunity to thrive academically, socially, and emotionally as they matriculate through school and into adulthood.”**

*Chimille Dillard, director of curriculum and instruction, New Trier High School*

**“In the changing landscape of education, leaders and teachers need to innovate their practice to have a positive impact on our students' learning and development. I am excited for the Learning Forward conference in Chicago to help drive the ideas, partnerships, and creativity needed to impact future generations of students in our new global community.”**

*Barbara Georges, associate principal of curriculum and instruction, Grayslake Central High School*

**“Innovate for Impact means that we are designing learning systems that embrace creativity, risk taking, and the exploration of real-world experiences. It highlights the importance of incorporating student voice and choice while exploring engaging curriculum. It emphasizes the importance of monitoring our learning outcomes to ensure that we are accelerating learning for all of our students.”**

*Ankhe Bradley, assistant superintendent for curriculum and instruction, Joliet Public Schools District 86*

## PC 201



### ENGAGEMENT BY DESIGN: THE IMPACT OF RELATIONSHIPS, CLARITY, AND CHALLENGE

Focus on ways to engage students and ensure they are learning more. Explore ways in which leaders can help teachers build and maintain healthy, growth-producing relationships with students. Ensure teachers know what students need to learn, communicate learning expectations to students, and reach agreements on what learning success looks like. Explore the role of challenging learning tasks and understand the role difficulty and complexity play in students' learning.

#### PARTICIPANTS WILL:

- Describe the ways in which student-teacher relationships, teacher clarity, and challenging tasks can improve learning;
- Analyze teacher actions that ensure students are engaged; and
- Determine the rigor of the tasks that are assigned to students.

**Douglas Fisher**, San Diego State University and Health Sciences High and Middle College, San Diego, CA, [dfisher@sdsu.edu](mailto:dfisher@sdsu.edu)

**Nancy Frey**, San Diego State University and Health Sciences High and Middle College, San Diego, CA, [nfrey@sdsu.edu](mailto:nfrey@sdsu.edu)

*Area of Focus: High-Quality Curriculum*

## PC 202



### GRADING

Changing the way we grade and report student learning requires challenging some of education's longest-held traditions. Learn what research says about effective grading and reporting policies and practices and the importance of fairness and honesty in grading. Explore a variety of ways to report student learning progress to parents and families, along with procedures for implementing new reporting structures, including standards-based grading.

#### PARTICIPANTS WILL:

- Know the advantages and shortcomings of different grading methods and their implications for classroom policy and practice;
- Explore strategies for using professional judgment to ensure grades are fair, accurate, meaningful, and educationally sound; and
- Develop guidelines for implementing effective standards-based grading policies and practices at all grade levels.

**Thomas Guskey**, University of Kentucky, Lexington, KY, [guskey@uky.edu](mailto:guskey@uky.edu)

*Area of Focus: Research and Impact*

## PC 203



### COLLABORATIVE INQUIRY FOR EFFECTIVE IMPLEMENTATION OF CULTURALLY RESPONSIVE PRACTICES

How do school districts translate a vision to become more culturally responsive into real practice that deepens student relationships, builds academic mindsets, and increases student ability to engage in rigorous learning that moves the needle on achievement results? See how to overcome the implementation gap by using collaborative inquiry methods that facilitate deep changes in mindset as well as instructional norms for leaders and teachers. Explore the role that collaborative inquiry methods play in executing an effective implementation plan to integrate culturally responsive practices into social and emotional learning (SEL) initiatives as well as instructional initiatives centered around literacy, math, and STEM. Learn from case studies and experience an opportunity to review and revise your existing plans as you apply what you learn.

#### PARTICIPANTS WILL:

- Identify the core components of an effective plan to implement culturally responsive practice;
- Know how to anchor new instructional practices in the science of learning and improvement science to guide inquiry;
- Reprioritize time for collaborative inquiry as well as each stage of implementation; and
- Develop an action plan based on change management principles and complex adaptive systems.

**Zaretta Hammond**, Transformative Learning Solutions, El Sobrante, CA, [zhammond@aol.com](mailto:zhammond@aol.com)

*Area of Focus: Equity and Excellence*

## PC 204



### RELENTLESS: BUILDING A CULTURE OF CONTINUOUS IMPROVEMENT IN SCHOOLS AS PROFESSIONAL LEARNING COMMUNITIES

Explore how to create and sustain a culture of continuous improvement in schools working as professional learning communities. Gain the tools and strategies that have supported award-winning Adlai E. Stevenson High School for 25 years.

#### PARTICIPANTS WILL:

- Examine how the professional learning community model supports schools in creating and sustaining a culture of learning, collaboration, and results;
- Learn the tools and strategies that support a culture of continuous improvement in schools; and
- Develop a plan for facilitating the work of collaborative teams of teachers as they plan for instruction, assessment, and interventions.

**Eric Twadell**, Adlai E. Stevenson High School, Lincolnshire, IL, [etwadell@d125.org](mailto:etwadell@d125.org)

*Area of Focus: Learning Communities and Networks*

## PC 205



### THE ART AND SCIENCE OF IMPLEMENTATION

Often our best efforts do not result in the change we imagined, most often due to the lack of clarity of the change or intervention and the implementation process. Examine how to support implementation through diverse professional learning opportunities and address conditions such as shared vision, leadership, time, resources, research, evidence, and community engagement. See how thoughtful implementation planning, including an evaluation framework to know if your efforts are having an impact, will lead to continuous improvements supporting educator and student success.

#### PARTICIPANTS WILL:

- Create an implementation plan, or reflect on an existing plan, infusing it with Learning Forward's Standards for Professional Learning as well as research and best practices;
- Examine case studies of implementation from a provincial and school district level where tools and measures were used to determine impact; and
- Leave with an awareness and understanding of the importance of implementation through an overview of emerging literature and research.

**Val Olekshy**, Edmonton, Alberta, Canada, [volekshy@gmail.com](mailto:volekshy@gmail.com)

**Shannon Noble**, Fort McMurray Public Schools, Fort McMurray, Alberta, Canada, [shannon.noble@fmpsd.ab.ca](mailto:shannon.noble@fmpsd.ab.ca)

*Area of Focus: Learning Designs and Implementation*

## PC 206



### LEARNING-FOCUSED FEEDBACK

Feedback is a core part of the learning process for students and adults, but not all feedback, especially with adults, promotes change in practice. Examine and challenge your assumptions about feedback. Explore learning-focused feedback and its use. Learn to use the feedback process to overcome obstacles. Participants will receive a copy of *The Feedback Process: Transforming Feedback for Professional Learning* (Learning Forward, 2019).

#### PARTICIPANTS WILL:

- Define learning-focused feedback;
- Examine and challenge common assumptions about feedback;
- Distinguish among various types of feedback within its typology;
- Apply the feedback process in practice; and
- Identify skill, knowledge, and culture changes within their schools, districts, or organizations.

**Joellen Killion**, Learning Forward, Lakeway, TX, [joellen.killion@learningforward.org](mailto:joellen.killion@learningforward.org)

*Area of Focus: Leadership Practices*

**Save up to \$125 when you register by July 31 at [conference.learningforward.org](http://conference.learningforward.org).**

## PC 207



### “SIT AND GET” WON’T GROW DENDRITES: 20 INSTRUCTIONAL 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 one. No doubt there is a considerable difference between the two. Learn 20 strategies that you can use to make your professional learning experience unforgettable. Examine techniques that result in sustained adult behavior change.

#### PARTICIPANTS WILL:

- Ascertain why it can be so difficult for adults to change their behavior and determine the order of the change when asking adults to implement new behaviors;
- Explore six principles of adult learning theory that should be considered when interacting with faculty and staff and conducting professional learning communities;
- Experience 10 characteristics of quality professional learning that can be applied when implementing professional development;
- Acquire facts about the adult brain as it relates to working with faculty and staff and planning and conducting quality professional learning; and
- Plan their next professional learning experience using an original template provided and incorporating some of the 20 brain-based strategies that take advantage of the ways all adult and student brains learn best.

**Marcia Tate**, Developing Minds, Conyers, GA, [marciata@bellsouth.net](mailto:marciata@bellsouth.net)

*Area of Focus: Leadership Practices*

## PC 208



### THE POWER YOU CARRY: HOW TO BECOME A BRAIN BUILDER TO HELP ALL CHILDREN THRIVE

By understanding and addressing the impact of adversity on learning, we can put all children on a path toward healthy development and academic achievement. Examine the way schools can be designed to become supportive, trustful environments for children, where they develop the skills and mindsets that are requisite for success in school, work, and life. Review research showing that supportive, buffering relationships with adults can prevent and even reverse the negative effects of traumatic experiences. Leave with concrete strategies to apply the science to interactions with students.

#### PARTICIPANTS WILL:

- Understand how biology and context work together to drive individual development and learning;
- Examine the brain’s malleability as both a vulnerability and an opportunity;
- Analyze the impact of negative context and adversity on the developing brain and discover the transformative power of relationships to unlock cognition and serve as a buffer for past and future adversity;
- Diagnose schoolwide and classroom systems and structures, through the use of a reflection tool, to understand strengths and areas for growth in designing a school to be rich in relationships; and
- Plan to implement an improvement aligned with addressing a gap area.

**Amy Nicholson**, Turnaround for Children, Chicago, IL, [anicholson@tfcusa.org](mailto:anicholson@tfcusa.org)

*Area of Focus: Social and Emotional Learning*

## PC 209



### THE IMPACT CYCLE: ESSENTIAL SKILLS FOR INSTRUCTIONAL COACHES

For more than two decades, Jim Knight and his research colleagues in Kansas have been working to identify best practices for instructional coaching. Hear about the results of their findings in the impact cycle, a simple and powerful way coaches can help teachers improve teaching to improve student learning.

#### PARTICIPANTS WILL:

- Learn how to implement the “identify, learn, and improve” components of the impact cycle;
- Receive free tools to use while coaching; and
- See videos illustrating the entire cycle.

**Jim Knight**, University of Kansas, Lawrence, KS, [jim@instructionalcoaching.com](mailto:jim@instructionalcoaching.com)

*Area of Focus: Coaching*

## PC 210



### SOCIAL AND EMOTIONAL LEARNING TO SUPPORT RIGOROUS DISCIPLINARY LITERACY

How students approach challenges and persevere plays a crucial role in their success with disciplinary learning and literacy. Reflect on classroom cases and engage in routines designed to elicit students' strengths and build classroom collaboration in the context of developing adolescents' academic literacy. Gain an insider's view of how enacting a professional learning design encourages middle and high school teachers to focus on growth and mastery, identity and community, passion and purpose, self-efficacy, metacognitive awareness, and metacognitive control to promote positive academic and social and emotional outcomes.

#### PARTICIPANTS WILL:

- Deepen their understanding of how to simultaneously develop adolescent learners' social and emotional and academic skills and dispositions;
- Develop an understanding of how a professional learning design and routines can support teachers in integrating academic and social and emotional learning; and
- Experience a professional development design that blends inquiry, experiential learning, case study, and research to support teacher learning.

**Linda Friedrich**, WestEd, San Francisco, CA, [lfriedr@wested.org](mailto:lfriedr@wested.org)

*Area of Focus: Social and Emotional Learning*

## PC 211



### SOCIAL JUSTICE TEACHING 101

Learn how to effectively implement anti-bias instruction in classrooms. Discover practical strategies for accomplishing academic and social and emotional goals side by side. Discuss learning conditions that honor all identities and reflect diversity, equity, and justice. Explore ready-to-use materials and see how to apply rigorous standards and ways to incorporate research-based teaching practices. Leave with ideas and tools for transforming classrooms and schools.

#### PARTICIPANTS WILL:

- Learn to incorporate social justice standards to create and sustain classroom and school environments that honor diversity, equity, and justice;
- Speak up, and teach students to speak up, against bias and injustice; and
- Build a collaborative and respectful learning community with a diverse group of learners and educators.

**Val Brown**, Teaching Tolerance, Gainesville, FL, [val.brown@splcenter.org](mailto:val.brown@splcenter.org)

**Byron Durias**, Seminole County Public Schools, Sanford, FL, [byron\\_durias@scps.k12.fl.us](mailto:byron_durias@scps.k12.fl.us)

*Area of Focus: Equity and Excellence*

## PC 212



### NETWORKS FOR CONTINUOUS LEARNING AND IMPROVEMENT

Learning Forward networks, grounded in the Standards for Professional Learning, leverage learning teams to design and implement professional learning interventions. Experience how networks use equity-centered improvement theory and methods that lead to improved practice. Join with facilitators of the Redesign PD Community of Practice and the What Matters Now Network to learn about the process and the outcomes. Assess the current state of your professional learning and then ideate testable interventions, strategies, promising solutions, and possible change ideas. Try out protocols using data to make progress against outcomes or indicators that are predictive of longer-term success. Leave with tools for developing a theory of improvement. *This session is designed for district teams of 3-5 members.*

#### PARTICIPANTS WILL:

- Explore a community of practice structure that accelerates problem-solving through collaboration and shared accountability;
- Assess how systems determine and measure the current state of priority initiatives;
- Acquire strategies, tools, and resources to determine a shared problem of practice and the factors that impact the problem;
- Examine techniques for measuring the results of individual, school, and system professional learning in terms of educator practice and student performance; and
- Align milestones and actions to clear vision for successful measurement or coherence and relevance in professional learning systems.

**Michelle Bowman**, Learning Forward, Richardson, TX, [michelle.bowman@learningforward.org](mailto:michelle.bowman@learningforward.org)

**Melinda George**, Learning Forward, Arlington, VA, [melinda.george@learningforward.org](mailto:melinda.george@learningforward.org)

**Nick Morgan**, Learning Forward, Newton, MA, [nick.morgan@learningforward.org](mailto:nick.morgan@learningforward.org)

**Elizabeth Foster**, Learning Forward, Arlington, VA, [elizabeth.foster@learningforward.org](mailto:elizabeth.foster@learningforward.org)

*Area of Focus: Learning Communities and Networks*



## PC 213



### INTENTIONALLY DEVELOPING EDUCATORS: EFFECTIVELY ACCELERATING ADULT LEARNING

Research shows that adults working together can effectively increase student achievement. Use a model for leadership professional learning to assess your departments, grade levels, or schools to effectively collaborate, learn, and develop together. Develop specific, focused strategies to build a flexible repertoire and skill set to focus on your work supporting colleagues' development as a learning community.

#### PARTICIPANTS WILL:

- Review key research around the essential need for educators to collaborate and develop as a learning community;
- Discuss and share challenges in creating adult learning cultures in their schools;
- Use a professional learning model to determine where their school might be in terms of its capacity to learn together as a community; and
- Learn practical strategies specific to one's context that can be used to support adult learning and provide tools to continue to do so.

**Jennifer Abrams**, Jennifer Abrams Consulting, Palo Alto, CA, [jennifer@jenniferabrams.com](mailto:jennifer@jenniferabrams.com)

**Bill Sommers**, Austin, TX, [sommersb4@gmail.com](mailto:sommersb4@gmail.com)

*Area of Focus: Learning Communities and Networks*

## PC 214



### BECOMING A LEARNING PRINCIPAL

What does it mean to be an authentic learning principal and learning leader? Apply a learning and improvement lens to the principal's major responsibilities. Assess your current state and consider reasons to invest in new learning and new actions. Dig into cases of high-performing and low-performing schools to distinguish effective principal practices. Examine how investing in learning and improvement produces higher levels of performance and impact for staff and students. Receive a copy of the newly released *The Learning Principal* coauthored by the session facilitators.

#### PARTICIPANTS WILL:

- Study deeply the role principals play in high-performing learning communities;
- Examine the responsibilities of a learning principal as it relates to instructional materials selection and implementation, professional learning, and shared leadership;
- Explore effective learning designs principals can use to engage all educators in the essential work of teaching and learning;
- Explore reflective practice protocols and other processes that engage principals in their own learning journey; and
- Apply the content and processes to an issue in the school or an innovation to implement to increase principal effectiveness in a single school or school system.

**Frederick Brown**, Learning Forward, Richardson, TX, [frederick.brown@learningforward.org](mailto:frederick.brown@learningforward.org)

**Kay Psencik**, Learning Forward, Cypress, TX, [kay.psencik@learningforward.org](mailto:kay.psencik@learningforward.org)

**Stephanie Hirsh**, Learning Forward, Dallas, TX, [stephanie@hirshholdings.com](mailto:stephanie@hirshholdings.com)

*Area of Focus: Leadership Practice*

## PC 215



### LEVERAGING COLLECTIVE EFFICACY TO ACHIEVE QUALITY IMPLEMENTATION

Quality implementation of evidence-based strategies remains a consistent and widespread challenge when it comes to school improvement efforts despite the plethora of research. Learn evidence-based practices and share ways to tap into the sources of collective efficacy through powerful professional learning to make support work in schools and classrooms.

#### PARTICIPANTS WILL:

- Identify challenges and opportunities for scaling improvement initiatives;
- Describe the process through which quality implementation occurs in educational settings;
- Understand how to strengthen quality implementation by capitalizing on the four sources of collective teacher efficacy [mastery experiences, vicarious experiences, persuasion (feedback), and positive affective states]; and
- Apply learning to a specific improvement strategy.

**Jenni Donohoo**, Praxis-Engaging Ideas, Amherstburg, Ontario, Canada, [jenni.donohoo@learningforwardontario.ca](mailto:jenni.donohoo@learningforwardontario.ca)

**Steven Katz**, University of Toronto, OISE, Toronto, Ontario, Canada, [steven.katz@utoronto.ca](mailto:steven.katz@utoronto.ca)

*Area of Focus: Learning Designs and Implementation*

# PREVIEW REGISTRATION

TO REGISTER FOR LEARNING FORWARD'S 2020 ANNUAL CONFERENCE, PLEASE COMPLETE THE REGISTRATION FORM.



## HOTEL & TRAVEL INFORMATION

*Book early for best availability!*

Reservations can be made through Nov. 10, 2020. To book a hotel guest room at the Learning Forward Annual Conference hotel rates, please make your reservation by the cutoff date of Nov. 10, 2020. Hotel changes and/or cancellations can be made, but cancellation after Oct. 23, 2020, will incur a one-night hotel room charge. Book now to secure a rate in the room block and be connected to all the conference activities at McCormick Place.

**Make a reservation: You can make your reservations online anytime:**

### Hyatt housing link

*Confirmed rates for the Learning Forward Annual Conference, Dec. 5-9, 2020.*

Single occupancy .....	\$219
Double occupancy .....	\$219
Triple occupancy .....	\$239
Quadruple occupancy .....	\$259

### Marriott housing link

*Confirmed rates for the Learning Forward Annual Conference, Dec. 5-9, 2020.*

Single occupancy .....	\$239
Double occupancy .....	\$239
Triple occupancy .....	\$254
Quadruple occupancy .....	\$269

# 2020 LEARNING FORWARD ANNUAL CONFERENCE

## IN CHICAGO | DEC. 5-9, 2020

MCCORMICK PLACE WEST & MARRIOTT MARQUIS CHICAGO  
conference.learningforward.org | #learnfwd20

### REGISTRATION POLICIES AND PROCEDURES

Fees for Saturday and Sunday include lunch, materials, and program attendance. Fees for Monday and Tuesday include lunch, general session program, morning sessions, afternoon sessions, and materials. Wednesday's fee includes lunch, general session program, morning sessions, and materials.

### REGISTRATION DISCOUNTS

Learning Forward members receive discounted registration. Join, renew, or upgrade your membership to attend the conference at the member rate. Groups of 10 or more are eligible for a 10% discount. Please call 800-727-7288 to receive a discount code.

MULTI-DAY BUNDLE DISCOUNTS	Any 3 days = save \$25		Any 4 days = save \$50		All 5 days = save \$75	
	PREVIEW REGISTRATION 4/01/2020 - 7/31/2020		EARLY REGISTRATION 8/1/2020 - 10/31/2020		REGULAR & ONSITE 11/1/2020 - 12/9/2020	
	Member	NonMember	Member	NonMember	Member	NonMember
<b>SATURDAY, DEC. 5</b> Preconference only	\$254	\$354	\$269	\$369	\$279	\$379
<b>SUNDAY, DEC. 6</b> Preconference only	\$254	\$354	\$269	\$369	\$279	\$379
<b>MONDAY, DEC. 7</b> Conference	\$229	\$329	\$244	\$344	\$254	\$354
<b>TUESDAY, DEC. 8</b> Conference	\$229	\$329	\$244	\$344	\$254	\$354
<b>WEDNESDAY, DEC. 9</b> Conference	\$219	\$319	\$234	\$334	\$244	\$344

### CONFIRMATION

You will receive confirmation by email, but your conference registration won't be complete until you submit your session selections. Session selection will be available in early August. Conference materials will be distributed at the conference. Please call the Learning Forward Business Office (800-727-7288) if you have questions.

order. Learning Forward will invoice your school/district on the purchase order upon receipt. Payment of the invoice must be received before the conference.

**SECTION 5 - Registration questions.**

### CANCELLATION AND CHANGE POLICY

Risk-free registration for all attendees: Receive a full refund for written cancellations received by November 9, 2020. A 50% refund will be given to written requests received by November 20, 2020. No refunds will be issued for cancellations received after November 20, 2020. Learning Forward reserves the right to process refunds after the conference concludes.

To make changes to payment method, or reduce or change days attending, email [christy@learningforward.org](mailto:christy@learningforward.org) or call 800-727-7288. A \$25 handling fee will be assessed.

### REGISTRATION FORM

**SECTION 1 -** Registration data must be filled out completely. Please make sure we have your current email address on the form.

**SECTION 2 -** Select and total conference fees.

**SECTION 3 -** Membership fees.

**SECTION 4 -** Total and payment. Fees are payable by check, Visa, AMEX, MasterCard, Discover, or purchase

## 4 WAYS TO REGISTER:

Registrations are accepted by mail, fax, or scan. All registrations require payment for processing.

**ONLINE**  
conference.learningforward.org

**MAIL**  
Learning Forward  
Conference Registration  
504 S. Locust Street,  
Oxford, OH 45056

**FAX**  
513-523-0638

**SCAN**  
office@learningforward.org

# INNOVATE FOR IMPACT

## 1 REGISTRATION DATA:

Please print your email address legibly — your conference confirmation will be emailed to you.

First Name \_\_\_\_\_ Last Name \_\_\_\_\_  
(for your nametag)

School Dist. or Organization \_\_\_\_\_ Position \_\_\_\_\_

School Name \_\_\_\_\_

Address / Street \_\_\_\_\_

City / State / Province / Zip \_\_\_\_\_

Is this address:  business  home Cell Phone (required) \_\_\_\_\_

Work Email \_\_\_\_\_ Personal Email \_\_\_\_\_

## 2 REGISTRATION FEES:

Select the days that apply and fill in amount.  
 Trial memberships do not apply.

Choose a Sat. & Sun  
 preconference session.  
 One selection per day.

	MEMBER	NONMEMBER
<input type="checkbox"/> SATURDAY PRECONFERENCE .....	\$254 _____	\$354 _____
<input type="checkbox"/> SUNDAY PRECONFERENCE .....	\$254 _____	\$354 _____
<input type="checkbox"/> MONDAY CONFERENCE .....	\$229 _____	\$329 _____
<input type="checkbox"/> TUESDAY CONFERENCE .....	\$229 _____	\$329 _____
<input type="checkbox"/> WEDNESDAY CONFERENCE .....	\$219 _____	\$319 _____
BUNDLING DISCOUNT .....	\$ _____	\$ _____
GROUP DISCOUNT CODE _____		
	SUBTOTAL \$ _____	\$ _____

## 3 MEMBERSHIP PRICES:

Join, renew, or upgrade your membership.

Digital membership ..... \$69 \_\_\_\_\_

Standard membership ..... \$99 \_\_\_\_\_

Comprehensive membership ..... \$159 \_\_\_\_\_

These are one-year memberships. Go to [www.learningforward.org/join-renew/membership-options](http://www.learningforward.org/join-renew/membership-options) for a complete description of membership benefits.

SUBTOTAL \$ \_\_\_\_\_

## 4 TOTAL & PAYMENT: Add [2] and [3]

[2] Subtotal registration ..... \$ \_\_\_\_\_

[3] Subtotal membership ..... \$ \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

### FEES ARE PAYABLE BY:

- MasterCard  Visa  Discover  AMEX  
 Check  
 Purchase order (bill me later)

\* This pricing ends 7/31/2020.

Billing address \_\_\_\_\_

\_\_\_\_\_

Card no. \_\_\_\_\_

Exp. date \_\_\_\_\_ Security code \_\_\_\_\_

Signature \_\_\_\_\_

Registration fees made payable to Learning Forward must accompany this form. Invoice(s) issued on purchase order(s) must be paid prior to the conference.

# PREVIEW REGISTRATION FORM

## 4 WAYS TO REGISTER:

### 1 ONLINE

[conference.learningforward.org](http://conference.learningforward.org)

### 2 MAIL

Learning Forward  
 Conference Registration  
 504 S. Locust Street,  
 Oxford, OH 45056

### 3 FAX

513-523-0638

### 4 SCAN

[office@learningforward.org](mailto:office@learningforward.org)

## 5 PLEASE CHECK (✓)

I am willing to volunteer for 2-3 hours during the conference.

I am a presenter

This is my first Learning Forward Conference

Special diet required:

*We will not be able to accommodate special dietary needs received after Nov. 18, 2020.*

Special access requirements:

Check here if you do not wish to have special promotional material sent to you from our conference vendors.

Fees for each day of the preconference and conference include lunch. Registrations include admission to Sunday Kick-Off Reception, Sponsor Reception, and Affiliate Reception.

**Cancellation policy.** Risk-free registration for all attendees: Receive a full refund for written cancellations received by November 9, 2020. A 50% refund will be given to written requests received by November 20, 2020. No refunds will be issued for cancellations received after November 20, 2020. Learning Forward reserves the right to process refunds after the conference concludes.

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THE PROFESSIONAL LEARNING ASSOCIATION

504 S. Locust Street  
Oxford, OH 45056

## LEARNING FORWARD IS READY TO SUPPORT YOU.

We are a community of professional learning leaders who come together as members, affiliates, and allies. Your collective expertise, creativity, determination, and commitment to serving all students and all communities will get us through the challenges we face today.

Because you and your educators are preparing lessons in unfamiliar digital environments, we have created a growing set of free resources to support you during this difficult time. Go here for our latest blogs, webinars, and a collection of resources focused on supporting your work:

[learningforward.org/COVID](https://learningforward.org/COVID)

### Our free webinar series includes:

- Preparing educators for school closings and a new learning environment
- Teaching in an online environment
- Taking care of yourself during uncertain times: Mindfulness and well-being for educators
- Supporting students in stressful times
- How to lead when the path isn't clear



THE PROFESSIONAL LEARNING ASSOCIATION