

VIRTUAL learningforward
**2020 ANNUAL
CONFERENCE**
DEC. 6-8, 2020



LEARNING FORWARD'S 2020 ANNUAL CONFERENCE



CONFERENCE PROGRAM | DEC. 6-8, 2020

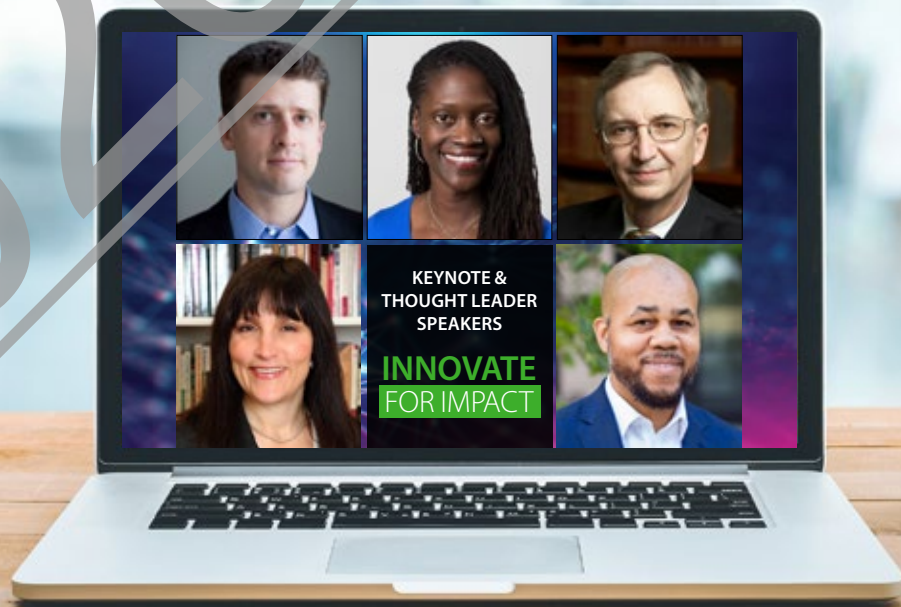
We're going virtual in 2020!

VIRTUAL learningforward
**2020 ANNUAL
CONFERENCE**
DEC. 6-8, 2020

“ *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 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

We’re
going
virtual



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We're bringing the learning to you.

As you know better than anyone, this year has brought a deluge of challenges to educators and communities. When we gathered at our Annual Conference last December, we didn't yet have an inkling what 2020 would hold and what it would mean for schools.

What isn't a surprise is that educators are rising to every challenge they face. Members of the Learning Forward community teach us every day what it means to be resourceful, creative, focused on students, and full of grace toward our colleagues and communities. And your need to fuel your learning and support your colleagues is as urgent as ever.

On behalf of the Learning Forward Board of Trustees and staff, we invite you to join us as we bring our Annual Conference to you. By necessity our learning will be virtual; by design our conference will engage you in new ways while connecting you to your peers from across the globe. We believe this is an opportunity to include more educators in deep exploration of how to apply professional learning solutions to schools' daily concerns, from equity of access to learning to high-quality virtual collaboration to supporting coaching and leadership and so much more.

We're thrilled to showcase an amazing selection of learning leaders focused on today's relevant topics. Please browse through the program to see our lineup of keynoters, concurrent and preconference session facilitators, and thought leaders. They will spur new thinking and inspire innovation for impact. When we share exemplars, research-based practices, and practical insights, we strive to fill your toolbox and feed your passion for continuous improvement.

Ultimately, we recognize that collectively our community creates powerful results for students. Positive changes happen through your next steps. We look forward to learning at your side later this year.

We wish you a healthy and safe school year!

Steve Cardwell
President, Board of Trustees

Denise Borders
President | CEO



A NOTE FROM THE HOST COMMITTEE CHAIR



Welcome to Learning Forward's 51st Annual Conference. We thank you for participating in the first virtual Learning Forward annual conference experience. Our theme for this year is **Innovate for Impact**. The field of education is experiencing unprecedented times due to the impact of a global pandemic.

Educators across the world are engaging in a variety of **innovative** practices including exploring equity implications, creating remote learning plans, enhancing social emotional support, implementing hybrid learning models, transforming feedback for learning, and designing meaningful home and school connections. I am proud of each and every educator from across the country for making an **impact** on the lives of students and families.

This year's conference will be an amazing virtual experience.

The Learning Forward team and the conference committee have been working countless hours to provide a wide range of engaging learning experiences for you to enjoy during this conference. We hope that you take time to collaborate with your colleagues and participate in meaningful conversations with educators from a different state or country. Over the course of the conference, we hope that you are inspired by our cutting-edge and dynamic speakers. I know each participant that attends this conference will walk away with at least one **innovative** and **impactful** idea to share back home.

We invite you to explore the interactive virtual platform throughout the conference. Join our conference sponsors to learn about their latest products and services. The conference will have a variety of engaging activities to encourage you to network with other attendees. This conference will also offer on-demand content to extend your learning during and after the conference. We value your time and believe that providing additional time to view conference sessions is not only convenient for you but essential for deeper learning.

We strive to provide you with the best virtual learning experience! We hope you will explore new ideas, identify quality resources, network, and most importantly ignite your passion to **Innovate for Impact** for all of the students and families that you serve.

Ankhe Bradley, Chair
Conference Committee
#Learnfwd20

CHICAGO HOST COMMITTEE



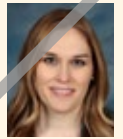
Ankhe
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ABOUT THE CONFERENCE

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

- Develop solutions to 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
- Inspirational keynotes and thought leaders
- Preconference sessions that provide extended time for learning
- Reserved space in ticketed sessions
- Networking opportunities

ABOUT LEARNING FORWARD

Learning Forward strives to achieve a vision of equity and excellence in teaching and learning by building the capacity of leaders to establish and sustain highly effective professional learning.

As the only membership association solely focused on effective professional learning for K-12 educators, Learning Forward serves 56,000 members and subscribers and 32 affiliates while simultaneously influencing the broader education field. Learning Forward works at all levels of the education system.

EARN CONTINUING EDUCATION UNITS FOR THE CONFERENCE



Saint Mary's College of California offers you the opportunity to earn affordable Continuing Education Units (CEUs) for attending Learning Forward's 2020 Annual Conference.

Ten hours of instruction equals one CEU. The cost for up to one CEU is \$50, exclusively priced for Learning Forward attendees. Download the CEU form at conference.learningforward.org. For more information, please contact Laurie Aguirre at Laa1@stmarys-ca.edu.

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Visit www.nea.org to learn more about NEA activities and programs to help every student.

CONFERENCE AGENDA | SUNDAY (All times EST)

For each day you register, you will receive a 30-day all-access pass to other sessions for that day.

DECEMBER

06

SUNDAY

10:45-11 am Conference Welcome

11 am-1 pm
& 2 pm-4 pm

Preconference Sessions

- PC01 Coaching Matters
- PC02 Collaborative Inquiry for Effective Implementation of Culturally Responsive Practices
- PC03 Social Justice Teaching 101
- PC04 Engagement by Design: The Impact of Relationships, Clarity, and Challenge
- PC05 The Learning Principal: Becoming a Learning Leader
- PC06 Leading Groups Virtually: Creating High-Engagement Meetings and Work Sessions
- PC07 Leading When the Path Isn't Clear (funded by The Wallace Foundation)
- PC08 Intentionally Developing Educators: Effectively Accelerating Adult Learning
- PC09 Assessing Impact: Evaluating Professional Learning
- PC10 Designing and Facilitating Virtual Professional Learning



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

"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*

CONFERENCE AGENDA | MONDAY (All times EST)

For each day you register, you will receive a 30-day all-access pass to other sessions for that day.

DECEMBER

07

MONDAY

9:45-10 am	Conference Welcome
10-11 am	QA01 Opening Keynote (and Q&A) with Dan Heath Upstream: The Quest to Solve Problems Before They Happen
11:15 am - 1:15 pm	2-hour Concurrent sessions 1201 The Instructional Playbook: The Missing Link for Translating Research into Practice 1202 The Benefits of Video-Based Coaching 1203 Best Practices in Supporting LGBTQ+ Students 1204 True North: How Canadian Educators Confront Bias 1205 Supporting Teachers in Next Generation Science Teaching 1206 Find the Sweet Spot for Change 1207 Thought Partners for Change 1208 Make Your School a Professional Learning Community 1209 Create a Blended Learning Environment 1210 Strengthen Adult Social and Emotional Learning 1211 Standards for Professional Learning Revision Lab: A Focus on Equity
1:15 pm - 1:45 pm	Lunch Break
1:45 pm - 3:45 pm	2-hour Concurrent sessions 1401 Coaching Systems That Work 1402 Virtual Coaching for Linguistically Diverse Instruction 1403 Equity Plans: From Concept to Practice 1404 Leveraging Equity in a Virtual Environment 1405 Curriculum Review for Racial Equity 1406 Empowered Leadership Through Collaborative Inquiry 1407 Digital Tools for Professional Learning 1408 The Perfect Blend for Educator Professional Learning 1409 Survey Methods to Measure Professional Learning's Impact 1410 Standards for Professional Learning Revision Lab: A Focus on Curriculum
4 pm-5 pm	QA02 Afternoon Keynote (and Q&A) with Valerie Kinloch Working for Equity in Education: A Dean's Perspective

CONFERENCE AGENDA | TUESDAY (All times EST)

For each day you register, you will receive a 30-day all-access pass to other sessions for that day.

DECEMBER

08

TUESDAY

9:45-10 am	Conference Welcome
10-11 am	QA03 Opening Keynote (and Q&A) with Anthony Bryk Reflections on How a City Learns to Improve its Schools
11:15 am - 1:15 pm	2-hour Concurrent sessions 2201 The Power of Virtual Coaching 2202 Creating Inclusive Schools 2203 Leading While Female: Cultural Proficiency Overcomes Gender Inequity 2204 Effective Literacy Instruction in a Virtual Setting 2205 Bold Leadership for Effective Teaching and Learning 2206 Garnering Feedback on Your Feedback 2207 Changing Mindsets from Silos to Systems 2208 Designing Learning for Professional Growth 2209 Using Student Voice to Assess Teachers' Impact 2210 Improving Core Academic and SEL Outcomes for All Students 2211 Standards for Professional Learning Revision Lab: A Focus on Transformations
1:15 pm - 1:45 pm	Lunch Break
1:45 pm - 3:45 pm	2-hour Concurrent sessions 2401 Virtual Reality Coaching for Equitable Learning 2402 Inspire Fierce Leaders of Race, Equity, and Diversity Dialogues 2403 Leading for Equity in Unprecedented Times 2404 Strengthen Leadership in Yourself and Others 2405 Lead With Intention: 8 Areas for Reflection and Planning 2406 How Leaders Can Foster Teachers' Problem-Solving 2407 Tuning Up Professional Learning to Make It Stick 2408 10 Essential Questions to Support Teachers of Color 2409 Rethinking Your Grading System: Why and How 2410 Standards for Professional Learning Revision Lab: A Focus on Research and Evidence
4 pm-5 pm	Afternoon Thought Leaders (and Q&A) with Amanda Lewis & John Diamond — Despite the Best Intentions: How Racial Inequality Thrives in Good Schools

Celebrating 30 years of Courageous Leadership.

Areas of Focus

- ✓Equity
- ✓English Learners
- ✓Literacy
- ✓PLC+
- ✓Leadership
- ✓Visible Learning
- ✓Mathematics
- ✓Professional Learning
- ✓Coaching
- ✓Curriculum
- ✓Instruction and Assessment

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The Kalmanovitz School of Education at SMC is pleased to offer you the opportunity to earn Continuing Education Units (CEUs) for attending the Learning Forward 2020 Annual Conference. The Continuing Education Unit is a nationally recognized unit designed to provide a record of an individual's continuing education and/or professional growth accomplishments. Ten hours of instruction equals one CEU. The cost for up to one CEU is \$50.00.

To register:

- Download the Saint Mary's CEU registration form from conference.learningforward.org.
- Fill out the registration form and log sheet.
- Send a check for \$50 per unit to Saint Mary's College.
- Within two weeks after receipt of your forms and payment, you will receive a certificate verifying the units you have earned.

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CLASS IS FORMING NOW! TEAMS ENCOURAGED TO APPLY.

THE LEARNING FORWARD ACADEMY EXPERIENCE

The Learning Forward Academy is Learning Forward's flagship learning experience. With a rich history that spans more than 20 years, the Academy has supported the **problem-based learning** of teachers, teacher leaders, instructional coaches, principals, superintendents, consultants, association leaders, and others whose jobs support the learning of adults and students. During these uncertain times, it's more important than ever to learn with and from strong networks of colleagues.



**APPLICATION
DEADLINE
MARCH 2021**



For an online application or to learn more about the Academy and scholarship opportunities, visit www.learningforward.org/academy

KEYNOTE SPEAKERS



Dan Heath

Upstream: The Quest to Solve Problems Before They Happen

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.



Valerie Kinloch

Working for Equity in Education: A Dean's Perspective

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).



Anthony Bryk

Reflections on How a City Learns to Improve its Schools

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).

THOUGHT LEADERS



When it comes to learning about professional learning, this is THE conference.

Be inspired by leaders in the field!

Amanda Lewis

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

Amanda Lewis is director of the Institute for Research on Race and Public Policy and College of Liberal Arts & Sciences distinguished professor of African American Studies & Sociology at the University of Illinois at Chicago. She is the author of several award-winning books, including, with co-author John Diamond, *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools* (Oxford University Press, 2015) and *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities* (Rutgers University Press, 2003). Her research has appeared in a number of academic venues, and she most recently was awarded the 2018 Founders Award for Scholarship & Service from the American Sociological Association's Section on Racial and Ethnic Minorities.

John Diamond

John Diamond is the Kellner Family Distinguished Chair in Urban Education in the Department of Educational Leadership and Policy Analysis and a faculty affiliate in the Department of Afro-American Studies and Educational Policy Studies at the University of Wisconsin-Madison. Diamond studies the relationship between social inequality and educational opportunity and is the author of two books. He is the co-editor with James Spillane of *Distributed Leadership in Practice* (Teachers College Press, 2007) and the co-author with Amanda Lewis of *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools* (Oxford University Press, 2015). He has also published extensively on the relationship between educational policy and equity, primarily in K-12 settings.

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

“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

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Session 1403
Monday December 7 | 1:45 - 3:45pm EST

Equity Plans: From Concept to Practice

Learn how one district leverages teacher leadership through an Equity Liaison program, plus identify strategies for using formative data to develop and track the implementation of school-based equity plans.



David Watkins & Tom Albano
Broward County Public Schools

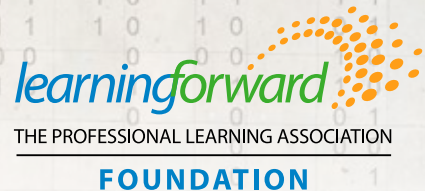


The Foundation's Virtual Walk/Run

Each year at the annual conference, the Learning Forward Foundation hosts a walk/run to support the development of educators' capacity to improve student learning.

This year, the foundation will continue its tradition with a virtual walk/run.

Visit foundation.learningforward.org for details to join.



LEARNING FORWARD'S Coaches Academy

Now offered virtually!

Empower your coaches and the leaders who support them

Instructional coaches have the power to influence teaching, student learning, and school culture. Learning Forward is the leader in ensuring that school- and district-based coaches with instructional and content expertise also develop critical skills in building relationships, leading professional learning, and providing effective coaching to individuals and teams.

Coaches who participate in Learning Forward's Coaches Academy apply their knowledge, skills, dispositions, and practices to increase student success through effective instruction, collective responsibility, personal and professional efficacy, and continuous improvement. We help coaches understand their roles as change agents in their schools and ensure their work directly impacts teaching and learning.

WHAT WE DO. Coaches Academy helps coaches embrace their roles as learning leaders and better understand their relationships with teachers and principals. The academy also helps teachers develop skills in:

For more information, contact Tom Manning, senior vice president, professional services, at tom.manning@learningforward.org | consulting.learningforward.org



Building relationships



Presenting and facilitating



Leading professional learning



Providing effective feedback



Coaching individuals and teams



Selecting learning designs



LEARNING FORWARD'S

Mentor Teacher Academy

Now offered virtually!

Give your new teachers the support they need from a highly qualified mentor.

Learning Forward's Mentor Teacher Academy is a customized, multi-day, blended learning experience for districts seeking to provide beginning teachers with an experienced, knowledgeable mentor to support them through their first three years in the classroom. The academy is grounded in a Mentoring Cycle of diagnosing mentee needs, providing coaching support to address those needs, and monitoring progress to measure growth and evaluate impact utilizing a "Plan, Do, Study, Act" process for growth and improvement.

The academy helps mentors build strong relationships and effectively communicate with mentees; apply adult learning theory and understanding of new teacher mindset to the mentoring role; diagnose and prioritize mentees' strengths and areas for growth in the areas of classroom management, instruction, and content-specific pedagogy; design and implement a mentoring support plan to develop mentee knowledge and skills; monitor mentee progress and determine next steps for ongoing mentoring; and support mentees to understand the unique needs of the students and families they serve.

WHAT WE DO. Our support for mentor teachers includes:

For more information, contact Tom Manning, senior vice president, professional services, at tom.manning@learningforward.org. | consulting.learningforward.org



Understanding mentor roles, responsibilities, and expectations



Applying a three-phase mentoring cycle



Establishing and maintaining trust with beginning teachers



Conducting classroom observations



Mentoring for classroom management



Analyzing observation data



PC01 Coaching Matters

Learn what needs to be in place for a coaching program to impact student learning. Examine the essential characteristics of effective building-level instructional coaching programs. Walk away with examples and practical tools from a variety of districts, including protocols for providing feedback to coaches, ways to assess the impact of coaching, and sample documents defining the roles of coaches and the role of the coach champion. Presenters will model virtual learning strategies and provide examples of ways to support the social and emotional needs of teachers and coaches during the COVID-19 pandemic.

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

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

Area of Focus: Coaching



PC02 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 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.

Zaretta Hammond, Transformative Learning Solutions, El Sobrante, CA, zlhammond@aol.com

Area of Focus: Equity and Excellence



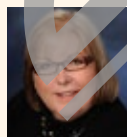
PC03 Social Justice Teaching 101

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.

Val Brown, Teaching Tolerance, Gainesville, FL, val.brown@splcenter.org

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

Area of Focus: Equity and Excellence



PC04 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.

Douglas Fisher, San Diego State University and Health Sciences High and Middle College, San Diego, CA, dfisher@sdsu.edu

Nancy Frey, San Diego State University and Health Sciences High and Middle College, San Diego, CA, nfrey@sdsu.edu

Area of Focus: High-Quality Curriculum

PRECONFERENCE SESSIONS | 11 AM-4 PM SUNDAY | DEC 6 | ALL DAY

PC05 **The Learning Principal: Becoming a Learning Leader**

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*, co-authored by the session facilitators.

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

Kay Psencik, Learning Forward, Cypress, TX, psencikmk@outlook.com

Area of Focus: Leadership Practices



PC06 **Leading Groups Virtually: Creating High-Engagement Meetings and Work Sessions**

This interactive seminar presents practical strategies for structuring and conducting engaging learning experiences for adults in a virtual environment. Examine tested principles of learning and teaching that involve adult learners in meaningful explorations of concepts, ideas, and information using online learning tools. Explore theory and practice using an effective design template and accessible presentation strategies for connecting groups to you, one another, and important content.

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

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

Area of Focus: Leadership Practices



PC07 **Leading When the Path Isn't Clear (funded by The Wallace Foundation)**

The teaching and learning landscape has dramatically changed in schools and districts across the country. Leaders on the front lines are making decisions that impact teachers, support staff, parents, and students. Engage with superintendents and principals as they share their experiences and the leadership lessons learned while navigating in uncharted territory. Learn how they are working hard to ensure all students have access to a high-quality educational experience in spite of a not-so-clear path.

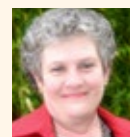
Invited guests include: Jill Baker, superintendent (Long Beach Unified School District, CA); Joseph McFarland, superintendent (Derry Township, PA); Calvin Watts, superintendent (Kent School District, WA); Kenneth Salim, superintendent (Cambridge Public Schools, MA), and Steven D. Holmes (Sunnyside Unified School District, AZ); Paul Kelly, 2019 NASSP National Principal of the Year finalist (Township High School District 214, IL); Crystal Cooper, principal (Gwinnett County Public Schools, GA); and the 2021 NASSP National Principal of the Year.

Donna Micheaux, Learning Forward, Wexford, PA, dwmicheaux@comcast.net

Rochelle Herring, The Wallace Foundation, New York, NY, rherring@wallacefoundation.org

Jennifer Parvin, Parvin and Associates Coaching and Consulting, Dallas, TX, jlparvin12@gmail.com

Area of Focus: Leadership Practices



INNOVATE FOR IMPACT DEC. 6-8, 2020

124 leading experts | 50+ interactive sessions | 3 days live/30 days on-demand



PC08 **Intentionally Developing Educators: Effectively Accelerating Adult Learning**

The research is solid: Adults working together effectively can increase student achievement. Learn individual and group strategies that increase collective efficacy. Assess yourself, your department, grade level, or school's ability to collaborate effectively. Explore specific, focused strategies to help you build a repertoire for addressing individual and group needs to support ongoing learning for the adults in schools

Jennifer Abrams, Jennifer Abrams Consulting, Palo Alto, CA, jennifer@jenniferabrams.com

Bill Sommers, Austin, TX, sommersb4@gmail.com

Area of Focus: Learning Communities and Networks



PC09 **Assessing Impact: Evaluating Professional Learning**

Measuring the quality, effectiveness, and impact of professional learning requires thoughtful planning and implementation of an evaluation process and is more crucial now than ever given the multiple complexities of education today. Educators' professional learning is the primary vehicle for developing their capacity to meet the daily expectations of teaching and leading in adaptive times. Acquire a process for assessing the effectiveness and results of professional learning to create a plan for evaluating your own professional learning programs. Participants will receive an ebook version of *Assessing Impact: Evaluating Professional Learning, 3rd ed.* (Corwin/ Learning Forward, 2018).

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

Area of Focus: Learning Designs and Implementation



PC10 **Designing and Facilitating Virtual Professional Learning**

With students and educators learning in virtual or blended environments, professional learning design and implementation must reflect best online design practices and meet the needs and desired outcomes for adult learners. Explore strategies for designing and facilitating virtual professional learning that is aligned to the Standards for Professional Learning, is supported by research on adult learning theory, and uses best practices in a virtual context.

Shannon Terry, Texas Education Agency, Austin, TX, shannon.terry@tea.texas.gov

Tammy Snively, Lewisville, TX, snivelytammy@gmail.com

Area of Focus: Learning Designs and Implementation



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

We should always be forward thinking, learning, and moving in order to support our students who are continually in this space. We are obligated to undergird the innovative minds of today's students to ensure that they have what they need to take full advantage of their education and to be the most impactful on their own life endeavors.

Lisa Jackson, Coordinator of Assessment and Accountability, School District U-46



LEARNING FORWARD'S

Learning System

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Set a systemwide vision for adult learning

Learning Forward believes schools achieve their potential when leaders at all levels build, scale, sustain, and advocate for coherent systems that connect adult learning to equitable student outcomes. We help systems develop a vision for professional learning, set clear roles and responsibilities to achieve that vision, build structures to ensure job-embedded collaboration at all levels, and define key components of a learning system.

Our system-level professional services are designed to help leaders:

1. Develop and/or strengthen districtwide systems and structures for high-quality in-person, hybrid, and virtual professional learning.
2. Develop districtwide and building-level systems to measure the impact of professional learning, showing connections between adult learning and results for students.
3. Develop districtwide processes to hire, induct, and support the growth of instructional coaches.
4. Use professional learning to strengthen equitable practices for educators and students.
5. Develop strategies for strengthening elements of the principal pipeline.

For more information, contact Tom Manning, senior vice president, professional services, at tom.manning@learningforward.org | consulting.learningforward.org

WHAT WE DO. We help you establish the essential components of a learning system, including:



A systemwide vision, mission, and beliefs for professional learning



Professional learning governance, roles, and responsibilities



A vision for using student, educator, and system data to guide decision making



Ensuring time and resources for collaborative professional learning



Mentoring and induction



Evaluation of professional learning

MONDAY MORNING KEYNOTE AND Q&A WITH DAN HEATH | 10 AM-11 AM

“Upstream: The Quest to Solve Problems Before They Happen”



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. Dan Heath will answer your

questions after his keynote address on Monday morning.

Area of Focus: Leadership Practices | **Dan Heath**, Duke University, CASE Center

CONCURRENT SESSIONS | 11:15 AM-1:15 PM

MONDAY | DEC 7 | MORNING

1201 **The Instructional Playbook: The Missing Link for Translating Research into Practice**

To be effective, professional learning leaders need a deep understanding of the practices they share with teachers. An instructional playbook ensures learning leaders have that knowledge. Learn about the elements of instructional playbooks, including one-page summaries and checklists for the main teaching strategies that you share, and begin to create your own.

Jim Knight, Center for Research on Learning, University of Kansas, jim@instructionalcoaching.com

Area of Focus: Coaching

1202 **The Benefits of Video-Based Coaching**

Virtual coaching models coupled with competency-based learning structures can provide the personalized, relevant support teachers need to be more effective in their classrooms. Explore the benefits of video-based coaching and how districts are implementing it. Learn how this cost-effective approach supports educators as they pursue National Board Certification.

Beth Maloney, Consultant for BloomBoard, daringtoteach99@gmail.com

Jason Lange, BloomBoard, jason@bloomboard.com

Area of Focus: Coaching

1203 **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.

Nat Duran, Illinois Safe Schools Alliance, nat.duran@phimc.org

Area of Focus: Equity & Excellence

1204 **True North: How Canadian Educators Confront Bias**

Share a powerful experience in dialogue in which we surface our personal biases. Explore the challenges of equity in the current educational climate. Participate in uncovering how we might lift others up through empowerment, and develop capacity for crafting conversations that count. Brainstorm strategies to create small moments that lift others up.

Andrea McComb, SD#43 Coquitlam, Coquitlam, amccomb@sd43.bc.ca

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Gayle Bedard, SD#43 Coquitlam, Coquitlam, gbedard@sd43.bc.ca

Reno Ciolfi, SD#43 Coquitlam, Coquitlam, rciolfi@sd43.bc.ca

Patricia Gartland, SD#43 Coquitlam, Coquitlam, pgartland@sd43.bc.ca

Riley McMitchell, SD#43 Coquitlam, Coquitlam, rmcmitchell@sd43.bc.ca

Area of Focus: Equity & Excellence

1205 **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 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 leaders in supporting teachers to make these shifts. Explore how to conduct and debrief classroom observations for this type of teaching.

Brian Reiser, Northwestern University, reiser@northwestern.edu

Katherine McNeill, Boston College, kmcneill@bc.edu

Area of Focus: High Quality Curriculum

CONCURRENT SESSIONS | 11:15 AM-1:15 PM

MONDAY | DEC 7 | MORNING

1206 Find the Sweet Spot for Change

Learn how one district measures the magnitude of initiatives and keeps the total amount of change in the sweet spot between so much change that nothing gets done well and not enough. Determine how to calculate the magnitude of both individual change efforts and all efforts in an organization, and how to stay within your organization's limits.

Laurence Spring, Schenectady City School District,
springl@schenectady.k12.ny.us

Area of Focus: Leadership Practices

1207 Thought Partners for Change

Learn and discuss strategies to build teacher leadership capacity that impacts professional learning communities (PLCs) and teacher leadership. Practice ways to support the work of PLCs among thought partners in your school. Discuss strategies to develop the leadership capacity of teachers that will impact their PLC work. Explore ways to connect professional learning plans to teachers' work in their PLCs. Develop an action plan for supporting teachers in their PLCs to make a difference.

Cindy Harrison, Instructional Improvement Group
harrison.cindy@gmail.com

Carla Schmidt, Elmhurst Community School District 205,
Jackson Elementary, cschmidt@elmhurst205.org

Christine Trendel, Elmhurst Community Unit School District
205, Jackson Elementary School, ctrendel@elmhurst205.org

Area of Focus: Leadership Practices

1208 Make Your School a Professional Learning Community

Explore how professional learning communities create and sustain a culture of learning, collaboration, and results. Learn the continuous improvement tools and strategies that have supported the award-winning Adlai E. Stevenson High School for 25 years. Create a plan to facilitate the work of collaborative teams of teachers as they plan instruction, assessment, and interventions.

Eric Twadell, Adlai E. Stevenson High School, etwadell@d125.org

Area of Focus: Learning Communities and Networks

1209 Create a Blended Learning Environment

Integrate the principles of blended learning in all areas of instructional design while gaining insight and practical strategies to redesign lessons into personalized learning experiences for hybrid or blended environments. Follow us through our incremental process of creating student-centered learning by altering path, pace, and place in the learning cycle from concept to pilot to early implementation.

Nathania Busse, Grayslake Community High School District
127, Grayslake North High School, nbusse@d127.org

Thomas New, Grayslake Community High School District 127,
Grayslake North High School, tnew@d127.org

Shanna Piggott, Grayslake Community High School District
127, Grayslake North High School, spiggott@d127.org

Area of Focus: Learning Designs and Implementation

1210 Strengthen Adult Social and Emotional Learning

Explore a highly strategic, efficient, relevant, and effective way to implement an approach to strengthen adult social and emotional learning (SEL). Consider how to braid initiatives to bridge research to practice at the classroom, school, and organizational levels while addressing common implementation challenges. Examine one district's steps to strengthen adult SEL in an effort to reduce turnover, improve climate, and increase educator effectiveness. Create a plan to apply knowledge and strategies in your setting.

Kristin Hendricks, Wake County Public School System,
khendricks830@gmail.com

Area of Focus: Social & Emotional Learning

1211 Standards for Professional Learning Revision Lab: A Focus on Equity

Learning Forward seeks your input and expertise as we revise the Standards for Professional Learning. Learn about the process so far and explore a preliminary draft of the new standards. Participants will hear from representatives of the Standards Advisory Council contributing to the revised standards as they take a deep dive into one particular aspect of the revision. Each of the four Standards lab sessions will start with a similar overview of the process; the panel conversations will be unique to each session.

Paul Fleming, Learning Forward,
paul.fleming@learningforward.org

Area of Focus: Research & Impact

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1401 Coaching Systems That Work

Hear from a principal and coach at an urban high school about coaching systems that work. Consider the conditions necessary for effective coaching relationships. Examine systems that support adult development and hold adults accountable for taking up their own learning to improve teacher practice and student outcomes. Practice a coaching conversation and explore a sample coaching ecosystem as a tool for reflection on your own context.

Maurice Swinney, Chicago Public Schools, mswinney@cps.edu

Sarah Howard, Network for College Success, showard@uchicago.edu

Area of Focus: Coaching

1402 Virtual Coaching for Linguistically Diverse Instruction

Learn concrete practices and processes for virtually coaching educators to better understand and instruct your linguistically and culturally diverse learners. Gain awareness about critical skills for building virtual partnerships with educators and how trust is best cultivated. Gain practical strategies, planning tools, and new ideas for expanding your linguistically and culturally diverse instructional support for all educators in your school, district, or organization.

Sarah Ottow, Confianza: Educating for ELL Equity, sarah@ellconfianza.com

Catherine Guimaraes, Teaching Channel, cguimaraes@teachingchannel.com

Area of Focus: Coaching

1403 Equity Plans: From Concept to Practice

Examine how to close the knowing-doing gap around equity by bridging the space between best intentions and instructional practice. Learn how one district leverages teacher leadership through an equity liaison program. Identify strategies for using formative data to develop and track the implementation of school-based equity plans. Gain strategies and protocols for monitoring progress toward implementation goals.

David Watkins, Broward County Public Schools, david.watkins@browardschools.com

Tom Albano, Broward County Public Schools, tom.albano@browardschools.com

Robert Laws, KickUp, robert@kickup.com

Area of Focus: Equity & Excellence

1404 Leveraging Equity in a Virtual Environment

Examine how a mid-sized urban district increased equity and closed gaps in students' educational experiences, even while shifting to a virtual environment. Analyze steps taken to address academic disparities and look at change actions by stakeholder groups that are bringing issues of access and high expectations to the forefront. Learn how the district designs and facilitates robust, differentiated, culturally responsive, and customized professional learning to strengthen and sustain leadership capacity among principals and all staff. Leave prepared to assess change actions and refine equity plans within your local context.

Kelvin Bullock, Durham Public Schools, Daniel.Bullock@dpsnc.net

Nakia Hardy, Durham Public Schools, Nakia.Hardy@dpsnc.net

Lori McNulty, Durham Public Schools, Lorene.mculty@dpsnc.net

Area of Focus: Equity & Excellence

1405 Curriculum Review for Racial Equity

Learn how a school district remains accountable to its commitment to racial equity within the context of an ongoing in-depth analysis of courses for the purpose of curricular revision and change that supports all students, especially students of color. Explore how to develop and sustain a district process that involves students as both leaders and participants. Examine strategies in addressing systemic and institutional resistance to racial equity transformation. Identify strengths and opportunities for growth in racial equity transformation leadership in your district or organization.

Marcus Campbell, Evanston Township District 202, campbellm@eths202.org

Pete Bavis, Evanston Township District 202, bavis@eths202.org

Lauren Hamilton, Evanston Township District 202, hamiltonl@eths202.org

Carrie Levy, Evanston Township District 202, levyc@eths202.org

Area of Focus: High Quality Curriculum

1406 Empowered Leadership Through Collaborative Inquiry

Explore the collaborative inquiry approach used by a fast-growth school district. Dive into strategic processes that foster deep collaboration and inquiry among principals, central office leaders, and teachers to enhance instruction and close achievement gaps across the organization. Work collaboratively to design structures that will move your organization and professional learning forward.

Michael Griffin, Northwest ISD, mgriffin.2008@yahoo.com

Kim Becan, Northwest ISD, kbecan@nisdtx.org

Stephanie Espinosa, Northwest ISD, sespinos@nisdtx.org

Logan Faris, Northwest ISD, lfaris@nisdtx.org

Mary Seltzer, Northwest ISD, mseltzer@nisdtx.org

Area of Focus: Leadership Practices

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MONDAY | DEC 7 | AFTERNOON

1407 Digital Tools for Professional Learning

Learn about the latest digital tools that can be used to enhance participants' professional learning experiences. Engage with and discuss how these tools can positively impact professional learning opportunities. Apply new digital tool knowledge to upcoming professional learning you are planning for your own setting.

Leslie Ceballos, Allen ISD, leslie.hirsh@gmail.com

Jennifer Miller, Allen ISD, jennifer.miller@allenisd.org

Area of Focus: Learning Designs and Implementation

1408 The Perfect Blend for Educator Professional Learning

Examine how to use blended learning to address the identified needs of educators in all stages of the profession. Explore principles and features from research that impact professional growth, while making smart use of technology to optimize teachers' learning and amplify offline efforts. Engage in blended professional learning activities and consider ways to incorporate them in your own setting.

Erin Jacobson, ESPB-North Dakota Teacher Support System, ecjacobson@nd.gov

Sharon Grady, Iridium Learning & Consulting, sagrady01@gmail.com

Marijke Leibel, ESPB-North Dakota Teacher Support System, mleibel@nd.gov

Alyson Mike, Iridium Learning & Consulting, alyson.mike@gmail.com

Area of Focus: Learning Designs and Implementation

1409 Survey Methods to Measure Professional Learning's Impact

Analyze the strengths and limitations of survey methods as a tool for assessing professional learning effectiveness. Gain an understanding of the process for piloting, revising, and validating a survey using authentic evidence from participants. Apply Guskey's framework to your initiatives by identifying key measurable outcomes (knowledge, skills, and attitudes) targeted by your professional learning program. Gain tools to generate an outcome survey tailored to your program.

Chase Nordengren, NWEA, chase.nordengren@nwea.org

Area of Focus: Research & Impact

1410 Standards for Professional Learning Revision Lab: A Focus on Curriculum

Learning Forward seeks your input and expertise as we revise the Standards for Professional Learning. Learn about the process so far and explore a preliminary draft of the new standards. Participants will hear from representatives of the Standards Advisory Council contributing to the revised standards as they take a deep dive into one particular aspect of the revision. Each of the four Standards lab sessions will start with a similar overview of the process; the panel conversations will be unique to each session.

Tracy Crow, Learning Forward, Tracy Crow, tracy.crow@learningforward.org

Area of Focus: Research & Impact

MONDAY AFTERNOON KEYNOTE AND Q&A WITH VALERIE KINLOCH | 4 PM - 5 PM

"Working for Equity in Education: A Dean's Perspective"



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). Valerie Kinloch will answer your questions after her keynote address on Monday afternoon.

Area of Focus: Equity & Excellence | **Valerie Kinloch**, University of Pittsburgh, School of Education

TUESDAY MORNING KEYNOTE AND Q&A WITH ANTHONY BRYK | 10 AM - 11 AM

“Reflections on How a City Learns to Improve its Schools”



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). **Anthony Bryk will answer your questions after his keynote discussion.**

Area of Focus: Leadership Practices | **Anthony Bryk**, Carnegie Foundation for the Advancement of Teaching

CONCURRENT SESSIONS | 11:15 AM-1:15 PM

TUESDAY | DEC 8 | MORNING

2201 **The Power of Virtual Coaching**

Learn what districts can do to support teachers when they have limited or no existing coaches. Examine the similarities and differences between in-person, blended, and virtual coaching. Explore ways to expand instructional coaching opportunities beyond the scope of your school or district. Discover firsthand the power of using real-time video to reflect and set goals.

Kelly Schooler, Perry Local School District,
kelly.schooler@mycommodores.org

Kathy Perret, Sibme Virtual Coaching, kathyperret@gmail.com

Area of Focus: Coaching

2202 **Creating Inclusive Schools**

Examine one suburban school district's efforts to create an inclusive environment that values hearing from students, parents, and guardians; hiring staff that reflects student demographics; providing professional learning that focuses on equity and social justice; and creating safe spaces for staff and students. Increase your awareness, knowledge, skills, and advocacy for the purpose of minimizing bias. Gain specific strategies and resources that address implicit and explicit bias, support marginalized groups of students/staff/families, and foster equity and social justice accountability of stakeholders.

Amanda Kraft, Puyallup School District,
kraftaj@puyallup.k12.wa.us

Vincent Pecchia, Puyallup School District,
PecchiVJ@puyallup.k12.wa.us

Area of Focus: Equity & Excellence

2203 **Leading While Female: Cultural Proficiency Overcomes Gender Inequity**

Learn how district leaders can ensure they are using culturally proficient practices to overcome barriers of gender inequities. Explore strategies to help female and male educational leaders confront and close the gender equity gap — a gap that denies highly qualified women and women of color opportunities to model inclusive leadership for all students. Identify systemic barriers and share recommendations for district leaders to intentionally close the gender gaps in hiring practices and student performance.

Delores Lindsey, Center for Culturally Proficient Education Practice, dblindsey@aol.com

Trudy Arriaga, California Lutheran University,
trudyarriaga@gmail.com

Delia Estrada, Los Angeles Unified School District,
delia.estrada@lausd.net

Randall Lindsey, Center for Culturally Proficient Educational Practice, randallblindsey@gmail.com

Stacie Stanley, Eden Prairie Public Schools,
stacie.stanley@emid6067.net

Area of Focus: Equity & Excellence

“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 30

CONCURRENT SESSIONS | 11:15 AM-1:15 PM TUESDAY | DEC 8 | MORNING

2204 Effective Literacy Instruction in a Virtual Setting

Explore the science of reading and effective literacy instruction. Develop roots in the science of reading and engage in practical applications of the theoretical models. Engage in virtual activities related to implementing effective language and literacy practices that raise student achievement. Consider ways to implement evidence-based instruction in a virtual setting.

Carolyn Turner, Ohio Department of Education,
Carolyn.turner@hcesc.org

Michelle Elia, Ohio Department of Education,
michelle.elia@sstr5.org

Melissa Weber-Mayrer, Ohio Department of Education,
Melissa.Weber-Mayrer@education.ohio.gov

Area of Focus: High Quality Curriculum

2205 Bold Leadership for Effective Teaching and Learning

Learn about the key domains of effective leadership and the diverse practices today's leaders employ that enhance adult and student performance. Engage in appreciative inquiry to identify your unique leadership strengths and focus areas and work collaboratively with others to maximize those practices. Create a road map for implementing the effective practices successful leaders employ that foster effective teaching and learning.

Joan Auchter, NASSP, auchterj@nassp.org

Jana Frieler, NASSP, gfrieler@comcast.net

Area of Focus: Leadership Development

2206 Garnering Feedback on Your Feedback

Learn how teachers and leaders in one urban district developed a high-quality Innovation Configuration map that created opportunities for observers to garner feedback on their feedback. Examine your own beliefs and experiences about written feedback. Use the Innovation Configuration map to assess your feedback. All shared strategies are workable in virtual and face-to-face settings.

Shannon Kersey, Fulton County Schools, Alpharetta High School, kersey@fultonschools.org

Thomas Van Soelen, Van Soelen & Associates,
tmvansoelen@gmail.com

Rebecca Williams, Fulton County Schools, Webb Bridge Middle School, perkinsr@fultonschools.org

Area of Focus: Leadership Development

2207 Changing Mindsets from Silos to Systems

Learn how to establish systems and structures that break down a culture of silos. Experience a large district's culture shift that rewards collaboration over isolation. Create a plan and develop a shared vision for increasing intradepartmental communication to positively impact services that support teaching and learning.

Karen Gregory, Prince Georges County Public Schools, Thomas Claggett Teacher Leadership Center, karen2.gregory@pgcps.org

Melissa Ellis, Prince George's County Public Schools, Oxon Hill Staff Development Center, melissa.ellis@pgcps.org

Pearl Harmon, Prince George's County Public Schools, Sasscer Administration Building, pearl.harmon@pgcps.org

Kristi Holden, Prince George's County Public Schools, Oxon Hill Staff Development Center, kristi.holden@pgcps.org

Monique Lamar, Prince George's County Public Schools, Thomas Claggett Teacher Leadership Center, monique.lamar@pgcps.org

Area of Focus: Leadership Practices

2208 Designing Learning for Professional Growth

Explore professional learning resources and structures through the lens of personal goal-setting and professional competency development for teachers and coaches. See how to design a series of personalized, practice experiences for educators, including personalized practice activities, interactive webinar sessions, professional learning community engagement, and video, that target job-specific competencies in support of growth toward professional goals. Examine ways to gather and analyze data to show the connection between individual and collective learning experiences and growth along a competency continuum.

Cristin Kennedy, Cobb County School District,
Cristin.Kennedy@cobbk12.org

Katy Fodchuk, Advanced Learning Partnerships,
katy@advancedpartnerships.com

Gaynell Lyman, Advanced Learning Partnerships,
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Meagan Stanfill, Cobb County School District,
Meagan.Stanfill@cobbk12.org

Area of Focus: Learning Communities and Networks

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2209 Using Student Voice to Assess Teachers' Impact

In light of current world events, incorporating student voice into instructional decision-making is more important than ever. Explore a continuous improvement model designed to capture student voice for the purpose of altering adult instructional practice. Brainstorm with other practitioners while analyzing your own district's or school's practices. Complete a gap analysis addressing student perspectives on teacher mindset and practice, and create an action plan for monitoring efforts to shift adult behavior through a professional learning and walk-through/observation process.

Christie McMullen, AVID Center, cmcmullen@avid.org

Kristen Wellman, AVID Center, kwellman@avid.org

Area of Focus: Research & Impact

2210 Improving Core Academic and SEL Outcomes for All Students

Learn how one school district used Innovation Configuration maps and Learning Forward's Implementation standard to initiate and sustain systemic changes focused on improving core academic and social and emotional learning outcomes for all students. Use the multi-tiered system of support (MTSS) IC

map to focus personal and team reflection on critical aspects of implementation, then use data-based decision-making to develop action plans that will guide next steps for leaders and learning communities.

Chad Schmidt, South St Paul Public Schools, chad.schmidt@sspps.org

Theresa Starkman, South St Paul Public Schools, tstarkman@sspps.org

Area of Focus: Social & Emotional Learning

2211 Standards for Professional Learning Revision Lab: A Focus on Transformation

Learning Forward seeks your input and expertise as we revise the Standards for Professional Learning. Learn about the process so far and explore a preliminary draft of the new standards. Participants will hear from representatives of the Standards Advisory Council contributing to the revised standards as they take a deep dive into one particular aspect of the revision. Each of the four Standards lab sessions will start with a similar overview of the process; the panel conversations will be unique to each session.

Paul Fleming, Learning Forward, paul.fleming@learningforward.org

Area of Focus: Research & Impact



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DEC. 4-8, 2021

CONCURRENT SESSIONS | 1:45 PM-3:45 PM TUESDAY | DEC 8 | AFTERNOON

2401 Virtual Reality Coaching for Equitable Learning

Learn why virtual reality simulations are effective tools for helping teachers gain strategies for better classroom management and a more equitable learning environment. Hear how one district is integrating virtual reality into existing structures for teacher development and the outcomes associated to increase teacher retention. Experience simulations in virtual reality that blend artificial and human intelligence, and gain an understanding of how technology can be leveraged to deliver immersive learning scenarios.

Jenny Biekle, Aurora Public School District,
jrbielke@aurorak12.org

Melissa Beckley, Aurora Public School District,
mybeckley@aurorak12.org

Sara Bokhari, Mursion, sara.bokhari@mursion.com

Area of Focus: Coaching

2402 Inspire Fierce Leaders of Race, Equity, and Diversity Dialogues

Learn about the process, professional learning, and structures necessary to equip teachers and leaders with requisite skills to prioritize and embrace empowerment for all learners. Deepen your understanding of what it means to be leaders of race, equity, and diversity dialogues. Identify challenges and barriers in society that impact educators' ability to create and sustain cultures of empowerment for all learners. Examine key tenets within equity pedagogy and prejudice reduction strategies.

Heidi O'Gilvie, Anne Arundel County, holiver-ogilvie@aacps.org

Area of Focus: Equity & Excellence

2403 Leading for Equity in Unprecedented Times

Preparing students for a fast-paced, complex world that is culturally diverse and constantly evolving amidst a pandemic offers a chance to see what it really takes to be an equity warrior. Virtual learning requires collaboration between school and home that is respectful, complementary, and open. Explore bias, stereotypes, and discrimination, and learn how to interrupt practices that undermine the achievement of all students.

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

Area of Focus: Equity & Excellence

2404 Strengthen Leadership in Yourself and Others

Discover innovative techniques to strengthen leadership in yourself and others to accelerate the impact on student achievement. Explore high-yield strategies to improve leader performance, including targeted coaching aligned to leader standards, personalized professional learning that leverages leaders' talents and strengths, and wraparound supports that build leaders' capacity to retain high-quality teachers. Investigate digital tools for monitoring and measuring the effectiveness of principal coaching to ensure student success. Leave with a digital leadership tool kit to assist in building a performance culture that positively impacts students.

Chandra Walker, Gwinnett County Public Schools,
chandra.walker@gcpsk12.org

Michelle Farmer, Gwinnett County Public Schools,
Michelle.Farmer@gcpsk12.org

Area of Focus: Leadership Development

2405 Lead With Intention: 8 Areas for Reflection and Planning

Explore eight areas of focus to consider in effectively leading a learning community focused on high levels of achievement for all students. Create an understanding of what "leading with intention" means for school leaders at all levels. Examine effective habits that create a positive mindset as you create and sustain a community focused on learning. Reflect and practice with tools and resources for implementing focused daily leadership actions.

Jeanne Spiller, Kildeer Countryside School District 96,
jspiller@kcsd96.org

Karen Power, Solution Tree, Karenpower06@gmail.com

Area of Focus: Leadership Practices

2406 How Leaders Can Foster Teachers' Problem-Solving

Examine how one high school leadership team is supporting its math department to understand its own strengths and potential, develop shared vision for all students, and co-identify and tackle a significant shared problem of student learning. Leave with tools, processes, and examples to support condition-setting for teacher problem-solving and plan for your next steps.

Joanna Michelson, Center for Educational Leadership,
University of Washington, jlm32@uw.edu

Felicie Becker, Quincy School District, fbecker@qsd.wednet.edu

Annette Lembcke, Quincy School District,
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Marcus Pimpleton, Quincy School District,
mpimplet@qsd.wednet.edu

Area of Focus: Learning Communities and Networks

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2407 **Tuning Up Professional Learning to Make It Stick**

Create learning experiences that stick — that is, make a difference in educator practice and transform learning for students — through thoughtful planning of the content and design of the learning experience. Explore avenues to create memorable learning experiences and engage in a peer review protocol to examine your own professional learning plan using the Standards for Professional Learning, social and emotional learning competencies, and design elements for engaging adult learning. Upgrade current and future professional learning experiences. Bring your own learning plan to work on with a partner during the session.

Ann McKay Bryson, CASEL, annmckaybryson@gmail.com

Joellen Killion, Learning Forward, joellen.killion@learningforward.org

Area of Focus: Learning Designs and Implementation

2408 **10 Essential Questions to Support Teachers of Color**

Consider 10 essential questions, based on research and school and district experiences, that can help you develop effective, research-based strategies to better recruit, support, and retain teachers of color in your school or district. Gain an understanding of why teachers of color leave schools, and explore potential ideas and solutions from teachers. Acquire resources, tools, and an action plan for recruiting, supporting, growing, and retaining teachers of color.

Mark Teoh, Teach Plus, mteoh@teachplus.org

Josh Kaufmann, Teach Plus, jkaufmann@teachplus.org

Kevin Malonson, Teach Plus, kmalonson@teachplus.org

Area of Focus: Research & Impact

2409 **Rethinking Your Grading System: Why and How**

Listen to a leading researcher on grading and assessment present evidence challenging conventional grading policies and practices. Learn steps for successfully transitioning to a grading system that reports multiple measures of a student's performance. Hear a district's firsthand experience in revising its grading system and reporting methods to align with a districtwide purpose statement committed to communicate student learning at a specific point in time.

Katherine Smith, Lyons Township High School District 204, ksmith@lths.net

Scott Eggerding, Lyons Township High School District 204, seggerding@lths.net

Thomas Guskey, University of Louisville and University of Kentucky, guskey@uky.edu

Area of Focus: Research & Impact

2410 **Standards for Professional Learning Revision Lab: A Focus on Research and Evidence**

Learning Forward seeks your input and expertise as we revise the Standards for Professional Learning. Learn about the process so far and explore a preliminary draft of the new standards. Participants will hear from representatives of the Standards Advisory Council contributing to the revised standards as they take a deep dive into one particular aspect of the revision. Each of the four Standards lab sessions will start with a similar overview of the process; the panel conversations will be unique to each session.

Elizabeth Foster, Learning Forward, elizabeth.foster@learningforward.org

Area of Focus: Research & Impact

TUESDAY AFTERNOON THOUGHT LEADERS AMANDA LEWIS & JOHN DIAMOND | 4 PM - 5 PM

"Despite the Best Intentions: How Racial Inequality Thrives in Good Schools"



Building on their award-winning book, *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*, Amanda Lewis and John Diamond will discuss how racial inequality is embedded in school organizational practices and routines and what educators can do to disrupt that process. Leave with tools to better understand racial inequality in your own context and some ideas for what to do about it.

Area of Focus: Equity & Excellence

Amanda Lewis, University of Illinois at Chicago, aelewis@uic.edu

John Diamond, University of Wisconsin-Madison, jbdiamond@wisc.edu

Greater Chicago Food Depository

The Conference Committee is hosting a virtual food drive as our philanthropic project for the 51st Annual Learning Forward Conference. We have selected the Greater Chicago Food Depository as our partner for this exciting project.

The Greater Chicago Food Depository is part of a united community effort working to bring food, dignity, and hope to the Chicagoland area. This is a network of more than 700 food pantries, soup kitchens, shelters and other programs. This organization provides food where it's most needed. Each day, the Greater Chicago Food Depository distributes the equivalent of 171,000 meals to people in need. By taking hunger off the table, they enable families to focus on other priorities, like education, growth, and security.

Our goal is to collect \$2000 to donate to families that have been affected by the COVID-19 pandemic.

Every \$1 you donate can help provide three meals.



Please feel free to donate to our virtual food drive at <http://www.myfooddrive.org/#learnfwd20>

PHILANTHROPIC PARTNERS

Bill & Melinda Gates Foundation

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Mark Suzman and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett. The Bill & Melinda Gates Foundation supports Learning Forward and its partners Educate Texas and the Dana Center to implement the Texas Network for School Improvement. For more information, visit www.gatesfoundation.org.

Carnegie Corporation Of New York

Carnegie Corporation of New York was established by Andrew Carnegie in 1911 to promote the advancement and diffusion of knowledge and understanding. In keeping with this mandate, the Corporation's agenda focuses on the issues that Andrew Carnegie considered of paramount importance: the advancement of education and knowledge, a strong democracy, and international peace. The Corporation's Leadership and Teaching to Advance Learning portfolio in the Education Program supports Learning Forward in the revision of the Standards for Professional Learning and the development of their Content-Based Coaching Program for Master Coaches. The Standards outline the conditions for and characteristics of professional learning that changes educator knowledge, skills, and practices, leading to improved teaching and learning for all students. The Content-Based Coaching Program will allow Learning Forward to provide standards-aligned support for coaches that targets their own content and pedagogical expertise to better prepare them to support teachers in more effective lesson planning and classroom instruction. For more information, visit www.carnegie.org.

Charles and Lynn Schusterman Family Foundation

The Charles and Lynn Schusterman Family Foundation is a global organization that seeks to improve lives, strengthen communities, and reduce inequality. The Schusterman Foundation's philanthropic vision is grounded in a commitment to pursue justice, repair the world, and treat all people with dignity and civility. The foundation invests in efforts to improve public education in the United States, strengthen the Jewish people and Israel, and address the needs of marginalized individuals and communities. The Schusterman Foundation supports Learning Forward in its efforts to amplify the importance of integrating high-quality curriculum and professional learning and share their stories as they advocate for continued high-quality professional learning programs and funding. For more information, visit www.schusterman.org.

Robin Hood Learning + Technology Fund

The Robin Hood Learning + Technology Fund is a joint effort among Robin Hood, Overdeck Family Foundation, and Siegel Family Endowment to unlock the potential of technology to transform learning and advance achievement for low-income students in New York City. In collaboration with visionary school leaders, educators, and organizations, our goal is to collectively learn what is needed to bring to life two potentially powerful learning strategies: blended literacy and integrated computational thinking. For more information, visit www.robinhood.org/programs/special-initiatives/learning-and-technology.

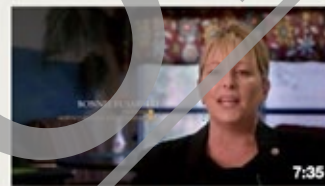
Wallace Foundation

Based in New York City, The Wallace Foundation is a national philanthropy that seeks to improve learning and enrichment for disadvantaged children and foster the vitality of the arts for everyone. The foundation has an unusual approach: funding projects to test innovative ideas for solving important social problems, conducting research to find out what works and what doesn't, and to fill key knowledge gaps — and then communicating the results to help others. The Wallace Foundation supports Learning Forward to enhance understanding of school and system leadership through the dissemination of information and development of resources for practitioners. For more information, visit www.wallacefoundation.org.

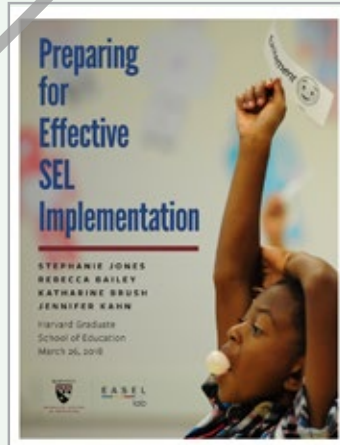
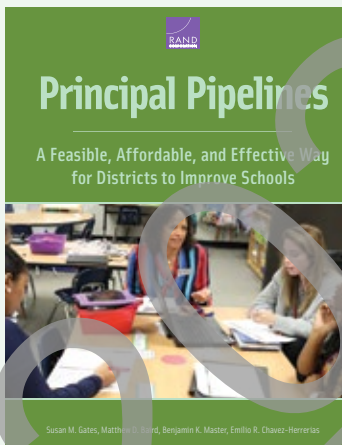
William and Flora Hewlett Foundation

The William and Flora Hewlett Foundation is a nonpartisan, charitable foundation that advances ideas and supports institutions to promote a better world. Their programs focus on education, environment, global development and population, U.S. democracy, performing arts, and effective philanthropy. The Education Program makes grants to help educators and communities turn schools into places that empower and equip every student for a lifetime of learning. The Hewlett Foundation supports Learning Forward's revision of the Standards for Professional Learning. For more information, visit www.hewlett.org.

The Wallace Foundation Knowledge Center



Principal Preparation: A Roadmap for Reform, Episode 1: The Case for Change: (7:35)



Find hundreds of free reports, videos, tools, infographics and other useful material about school leadership, the arts, learning and enrichment, and other issues.

www.wallacefoundation.org/knowledge-center



LEARNING FORWARD'S

School Leadership Program

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Develop learning leaders for learning schools

School leadership matters. Effective principals are instructional leaders who ensure that high-quality teaching occurs in every classroom. Learning Forward works with principals, assistant principals, aspiring principals, and principal supervisors to develop, implement, and sustain a vision for school-based professional learning. We work with these leaders to apply the Standards for Professional Learning in their schools and ensure that educators are working in learning communities that engage in ongoing cycles of continuous improvement.

We help school leaders increase their effectiveness in developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

WHAT WE DO. Our support for school leaders includes:

For more information, contact Tom Manning, senior vice president, professional services, at tom.manning@learningforward.org. | consulting.learningforward.org



Increasing instructional effectiveness



Creating a culture of collective responsibility



Developing and supporting coherent systems of curriculum, instruction, and assessment



Developing coaching and mentoring skills



Developing skills to lead high-achieving professional learning communities



Observing lessons and providing feedback to increase teaching effectiveness

2020 VIRTUAL ANNUAL CONFERENCE REGISTRATION FORM



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(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 _____

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	MEMBER		NON-MEMBER		
	Now-Dec. 2	Dec. 3-8	Now-Dec. 2	Dec. 3-8	
<input type="checkbox"/> SUNDAY, DEC. 6	\$159	\$179	\$199	\$219	\$ _____
<input type="checkbox"/> MONDAY, DEC. 7	\$159	\$179	\$199	\$219	\$ _____
<input type="checkbox"/> TUESDAY, DEC. 8	\$159	\$179	\$199	\$219	\$ _____
DISCOUNT CODE _____					— \$ _____
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These are one-year memberships. Go to www.learningforward.org/join-renew/membership-options for a complete description of membership benefits.

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4 TOTAL & PAYMENT:

Add [2] and [3]

[2] Subtotal registration \$ _____

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FEES ARE PAYABLE BY:

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

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.

4 WAYS TO REGISTER:

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conference.learningforward.org

2 MAIL

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Conference Registration
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Oxford, OH 45056

3 FAX

513-523-0638

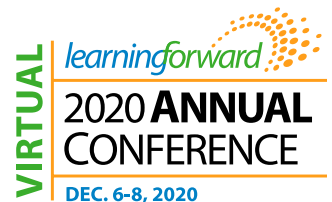
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office@learningforward.org

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

Cancellation Policy

A \$25 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by November 10, 2020 to receive a full refund. A 50% refund will be given to written requests received by November 19, 2020. No refunds will be issued for cancellations received after November 19, 2020. Learning Forward reserves the right to process refunds after the conference concludes.



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- ▶ Zaretta Hammond
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