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NASHVILLE | DEC 4-7, 2022

••• 2022 LEARNING FORWARD  
••• ANNUAL CONFERENCE

GAYLORD OPRYLAND RESORT  
AND CONVENTION CENTER

**CONFERENCE PREVIEW**



REIMAGINE

#learnfwd22 | [conference.learningforward.org](https://conference.learningforward.org)

PLAN TO ATTEND

DEC. 4-7  
2022

**"TO REIMAGINE EDUCATION IS TO ACCEPT THE OPPORTUNITY TO RETHINK, RE-ASSESS, AND REFRAME THE BEST WAYS IN WHICH TO REACH AND TEACH EACH STUDENT WE SERVE. AN AMAZING RESPONSIBILITY AND AN EXCITING CHALLENGE!"**

**Angie Manor**  
Hickman County Schools Literacy Coordinator  
Centerville, TN

# NASHVILLE

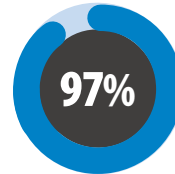
## THE LEARNING CONFERENCE.

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 systems.



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.

**NASHVILLE** learningforward  
**2022 ANNUAL CONFERENCE**  
DEC. 4-7, 2022

# REIMAGINE

NASHVILLE | DEC 4-7, 2022

## 2022 LEARNING FORWARD ANNUAL CONFERENCE

GAYLORD OPRYLAND RESORT  
AND CONVENTION CENTER

This year's Annual Conference theme is **Reimagine**, addressing questions such as:

- How can we reinvent professional learning in 2022?
- How can we help students and adults grow and develop skills for a world not yet known?
- How can we building equitable learning communities that will help us reach deeper engagement and learning for all?

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 proven, evidence-based professional learning.

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



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See registration form on page 18  
for details.

# CONFERENCE AGENDA

## SATURDAY, DEC. 3, 2022

8:00 – 4:00	Learning Forward's Academies
4:00 – 6:00	Registration Opens

## SUNDAY, DEC. 4, 2022

7:30	Registration Opens
8:00 – 9:00	Morning Coffee
9:00 – 12:00	Preconference Sessions (First Half)
Noon – 1:00	Lunch
1:00 – 4:00	Preconference Sessions (Second Half)
4:30 – 5:30	Academy Graduation
6:00	Registration Closes
6:00 – 7:30	Welcome Reception

## MONDAY, DEC. 5, 2022

7:00	Registration Opens
7:30 – 8:00	Morning Coffee
7:30 – 8:00	Conference Overview & First Timers Orientation
8:15 – 9:15	Welcome & Keynote: Jessyca Mathews
9:30 – 10:30	Keynote Q&A
9:30 – 11:30	Concurrent Sessions
10:45 – 11:45	Thought Leader
11:45 – 12:30	Lunch
12:45 – 2:45	Concurrent Sessions
1:00 – 2:00	Thought Leader
3:00 – 4:00	Round Tables
3:30 – 4:30	Sponsor Reception
4:15	Registration Closes













# CONFERENCE AGENDA

TUESDAY, DEC. 6, 2022	
7:00	Registration Opens
7:30 – 8:00	Morning Coffee
8:15 – 9:15	Welcome & Keynote: Tracey Tokuhama-Espinosa
9:30 – 10:30	Keynote Q&A
9:30 – 11:30	Concurrent Sessions
11:00 – noon	Thought Leader
11:45 – 12:30	Lunch
12:45 – 2:45	Concurrent Sessions
1:00 – 2:00	Thought Leader
3:00 – 4:00	Sponsor Sessions
3:00 – 4:00	Round Tables
4:15	Registration Closes
4:30 – 5:30	LF Business Meeting

WEDNESDAY, DEC. 7, 2022	
8:00	Registration Opens
8:00 – 8:30	Morning Coffee
8:45 – 10:45	Concurrent Sessions
11:00 – 11:45	Brunch
11:45 – 1:00	Keynote & Q&A: Principal Baruti Kafele (& Conference Wrap-up)
1:00	Registration Closes

## AGENDA KEY

	Conference Registration
	Learning Forward Academy Events
	Conference Sessions
	Learning Forward Events
	Keynote Presentations & Q&A
	Thought Leader Sessions
	Round Table Sessions
	Sponsor Events



## THANK YOU TO OUR SPONSORS:



### RECEPTION WITH CONFERENCE SPONSORS

Monday, December 5, 2022,  
3:30 p.m. – 4:30 p.m.

All conference attendees are invited to join us for food, drink, and conversation with our sponsors for this year's conference. Please help us honor some of the best organizations and companies in the education industry.

### SPONSOR SHOWCASE SESSIONS

Tuesday December 6, 2022,  
3:00-4:00 pm

Take advantage of some dedicated time with our sponsors for additional learning opportunities.

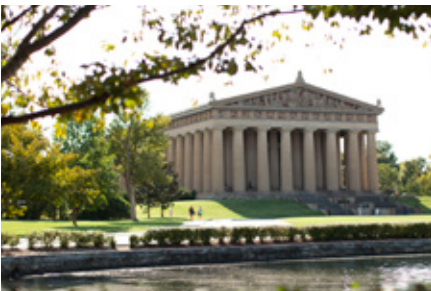
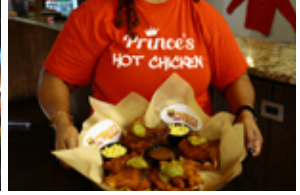
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for details.



## THINGS TO DO IN NASHVILLE:

In 2022, Learning Forward returns to in-person events. Join us in Music City, Nashville, Tennessee.

Explore historic museums, discover new music, and enjoy thoughtful discussions. Opportunity, excitement, and adventure await. Connect and collaborate with educators from around the world in Nashville in December 2022.



## KEYNOTE SPEAKERS



### Monday Keynote

#### JESSYCA MATHEWS

##### Placing Ourselves on the Mountaintop

Jessyca Mathews is a language arts teacher at Carman-Ainsworth High School in Flint, Michigan, and a racial, environmental justice, and institutional racism activist. In 2017, Mathews was a finalist for NEA's Social Justice Activist of the Year for her work on the Flint water crisis. Mathews was named Michigan's Region 5 Teacher of the Year in 2019-20. In 2018, she was named Secondary English Teacher of the Year by the Michigan Council of Teachers of English and received the Samford Award for Most Inspirational Teacher of Michigan. Mathews has a voice in multiple areas of needed change in education. She has been interviewed by *USA Today*, *Time* magazine, and MSNBC; participated in protests and community action to speak on behalf of those affected by the Flint water crisis; and written for *McSweeney* and *The Washington Post*.



### Tuesday Keynote

#### TRACEY TOKUHAMA- ESPINOSA

##### How Time and Tools have Changed Forever in Education Thanks to COVID

Tracey Tokuhama-Espinosa teaches Neuroscience of Learning: An Introduction to Mind, Brain, Health and Education at the Harvard University Extension School and is an associate editor of *Science of Learning*. She is the co-founder of Connections: The Learning Sciences Platform ([www.thelearningsciences.com](http://www.thelearningsciences.com)), which provides evidence-based support for teachers in over 40 countries. Her most recent books are *Bringing the Neuroscience of Learning to Online Teaching: An Educator's Handbook* (2021); *Neuromyths: Debunking False Ideas About the Brain* (2019); and *The Five Pillars of the Mind: Redesigning Education to Suit the Brain* (2019).



### Wednesday Keynote

#### PRINCIPAL BARUTI KAFELE

##### The Equity-Mindset Educator

A highly regarded urban educator in New Jersey for over 20 years, Baruti Kafele distinguished himself as a master teacher and a transformational school leader. As an elementary school teacher in East Orange, New Jersey, he was selected as the East Orange School District and Essex County Public Schools Teacher of the Year and New Jersey State Teacher of the Year finalist. As a middle and high school principal, Kafele led the turnaround of four New Jersey urban schools, including Newark Tech, which went from a low-performing school in need of improvement to being recognized three times in *U.S. News & World Report* as one of America's best high schools. Kafele is the author of 12 books, including his most recent release, *The Equity & Social Justice Education 50* (2021).



## PRECONFERENCE PRESENTERS

No other event has this lineup of top speakers.

	<b>Jennifer Abrams</b>	Stretching at Your Collaborative Edges ... <b>p. 16</b>
	<b>Eric Brooks</b>	Leveraging Learning Systems to Create a Culture of High Expectations for All ... <b>p. 13</b>
	<b>Debbie Cooke</b>	Reimagine Teacher Leadership ... <b>p. 14</b>
	<b>Tracy Crow</b>	Standards for Professional Learning 2022 ... <b>p. 16</b>
	<b>Luis Cruz</b>	Reimagining School Leadership: Understanding Adult Resistance to Change ... <b>p. 14</b>
	<b>Heather Clifton</b>	Coaching Matters ... <b>p. 11</b>
	<b>Ann Delehant</b>	Reimagine Teacher Leadership ... <b>p. 14</b>
	<b>John Eyolfson</b>	Becoming a Learning Team ... <b>p. 10</b>
	<b>Doug Fisher</b>	Teacher Clarity for High Expectations and Accelerated Learning ... <b>p. 16</b>
	<b>Paul Fleming</b>	Standards for Professional Learning 2022 ... <b>p. 16</b>
	<b>Elizabeth Foster</b>	Standards for Professional Learning 2022 ... <b>p. 16</b>
	<b>Sara Freund</b>	Equity Isn't Just a Word - It's an Action ... <b>p. 12</b>
	<b>Nancy Frey</b>	Teacher Clarity for High Expectations and Accelerated Learning ... <b>p. 16</b>
	<b>Bryan Goodwin</b>	Leading From the Inside Out ... <b>p. 13</b>
	<b>Thomas R. Guskey</b>	Reimagining the Way We Plan and Evaluate Professional Learning ... <b>p. 15</b>
	<b>Zaretta Hammond</b>	Coaching for Instructional Equity ... <b>p. 10</b>

	<b>Andy Hargreaves</b>	Reimagining Leading and Coaching for Everyone's Well-Being ... <b>p. 14</b>
	<b>Stephanie Hirsh</b>	Curriculum-based Professional Learning to Transform Teaching ... <b>p. 12</b>
	<b>Trista Hollweck</b>	Reimagining Leading and Coaching for Everyone's Well-Being ... <b>p. 14</b>
	<b>Shannon Kersey</b>	Creating Equitable Environments Where (Most) Teachers Can Supervise Themselves ... <b>p. 12</b>
	<b>Joellen Killion</b>	Assessing the Impact: Evaluating Professional Learning ... <b>p. 10</b>
	<b>Jim Knight</b>	Great Instructional Coaching ... <b>p. 13</b>
	<b>Kenneth McKee</b>	Compassionate Coaching: Navigating Barriers to Professional Growth ... <b>p. 11</b>
	<b>Machel Mills-Miles</b>	Standards for Professional Learning 2022 ... <b>p. 16</b>
	<b>Kathy Perret</b>	Compassionate Coaching: Navigating Barriers to Professional Growth ... <b>p. 11</b>
	<b>Kay Psencik</b>	Leveraging Learning Systems to Create a Culture of High Expectations for All ... <b>p. 13</b>
	<b>Kellie Randall</b>	Becoming a Learning Team ... <b>p. 10</b>
	<b>Jim Short</b>	Curriculum-based Professional Learning to Transform Teaching ... <b>p. 12</b>
	<b>Marcia Tate</b>	Sit & Get Won't Grow Dendrites: 20 Instructional Strategies That Engage the Adult Brain ... <b>p. 15</b>
	<b>Thomas Van Soelen</b>	Creating Equitable Environments Where (Most) Teachers Can Supervise Themselves ... <b>p. 12</b>
	<b>Angela Ward</b>	Equity Isn't Just a Word - It's an Action ... <b>p. 12</b>

### AREAS OF FOCUS:

Culture of Collaborative Inquiry  
Curriculum, Instruction, & Assessment

Equity Drivers  
Equity Foundations  
Equity Practices

Evidence  
Implementation  
Instruction & Assessment  
Leadership

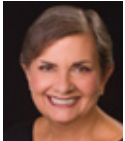
Learning Designs  
Professional Expertise  
Resources



## Preconference Sessions | Sunday, Dec. 4 | 9 am–4 pm

### PC01

#### Assessing the Impact: Evaluating Professional Learning



Measuring the quality, effectiveness, and impact of professional learning requires thoughtful planning

and implementation of an evaluation process. Explore 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

- 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, joellen.killion@learningforward.org

**Area of Focus:** Learning Designs, Implementation

### PC02

#### 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

- 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.

**John Eyolfson**, Learning Forward, john.eyolfson@learningforward.org

**Kellie Randall**, Cherry Creek Schools / Learning Forward, kellie.randall@learningforward.org

**Area of Focus:** Learning Designs, Culture Of Collaborative Inquiry

### PC03

#### Coaching for Instructional Equity



Leverage the science of learning through a culturally responsive lens. Identify instructional practices that accelerate

students' ability to complete unfinished learning. Examine the teacher moves to become a stronger cognitive mediator and support productive struggle that grows student brainpower. Connect equity goals to improving the instructional core, and understand the role of instructional coaches in ensuring instruction leads to more equitable outcomes.

##### PARTICIPANTS WILL

- Identify instructional practices that accelerate students' ability to complete unfinished learning;
- Go beyond diversifying the curriculum and focus on decolonizing instruction in ways that leverage diverse students' collectivist learning practices;
- Articulate the teacher moves to become a stronger cognitive mediator and support productive struggle that grows student brain power;
- Connect equity goals to improving the instructional core; and
- Understand the different role instructional coaches need to play to ensure instruction leads to more equitable outcomes.

**Zaretta Hammond**, Transformative Learning Solutions, zaretta@crtandthebrain.com

**Area of Focus:** Equity Practices, Equity Drivers

## Preconference Sessions | Sunday | 9 am–4 pm

PC04

### Coaching Matters



Examine the essential characteristics of effective building-level instructional coaching programs, using a coaching framework to examine all aspects of the program. Explore ways to move coaching from a focus on teacher behaviors to a focus on student results. Leave with examples and practical tools from a variety of districts, including protocols for building relationships with teachers and principals, ways to assess the impact of coaching, sample documents defining the roles of coaches and the role of the coach champion, and more.

#### PARTICIPANTS WILL

- Build capacity (knowledge, skills, dispositions, and practices) to define and implement an effective coaching program that positively impacts student achievement;
- Use a coaching framework to examine all aspects of the coaching program;
- Analyze examples and structures as useful tools in carrying out the work of coaching; and
- Explore ways to move coaching from a focus on teacher behaviors to a focus on student results.

**Heather Clifton**, Clifton and Associates, Inc., [hlclifton@gmail.com](mailto:hlclifton@gmail.com)

**Area of Focus:** Implementation, Leadership

PC05

### Compassionate Coaching: Navigating Barriers to Professional Growth



Dive into a framework for compassionate coaching that helps

coaches avoid the distractions, obstacles, and detours that can take educators off course. Examine the components of the three-phase coaching cycle tailored to each individual and understand the conditions for implementing them. Identify barriers that educators face and explore techniques to address them. Get ready to reimagine instructional coaching with compassion, with strategies to adjust coaching moves to meet educator needs.

#### PARTICIPANTS WILL

- Identify the coaching pathways of autonomy, belonging, and competence;
- Examine the components of the three-phase coaching cycle tailored to each individual and understand the conditions for implementing them;
- Identify Compassionate Coaching Focus areas for several barriers that educators face; and
- Explore techniques to address each barrier with the Compassionate Coaching Focus area.

**Kathy Perret**, Kathy Perret Consulting [kathyperretconsulting@gmail.com](mailto:kathyperretconsulting@gmail.com)

**Kenneth McKee**, NWEA, [kennethcmckee@gmail.com](mailto:kennethcmckee@gmail.com)

**Area of Focus:** Learning Designs, Implementation



I AM EAGERLY ANTICIPATING THE OPPORTUNITY TO CAPITALIZE ON THE UNIQUE ABILITY OF EDUCATORS TO ‘THINK ABOUT OR CONSIDER IN A NEW AND CREATIVE WAY’ – TO REIMAGINE – ALL TOPICS RELATED TO WHAT IS IN THE BEST INTEREST OF STUDENT LEARNING. THIS IS SOMETHING EDUCATORS HAVE ALWAYS DONE, BUT PARTICULARLY THROUGHOUT THE LAST 21 MONTHS – IT IS TIME TO CELEBRATE IT!”

#### Mary Decker

Associate Director of Schools for Teaching and Learning  
Franklin, Tennessee



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for details.



## Preconference Sessions | Sunday, Dec. 4 | 9 am–4 pm

### PC06

#### Creating Equitable Environments Where (Most) Teachers Can Supervise Themselves



Examine your beliefs and experiences about written feedback, and use an Innovation Configuration map to assess your own feedback skills. Learn how to create an evaluation process that helps teachers see their practice clearly and develop a personalized plan for growth.

#### PARTICIPANTS WILL

- Examine their own beliefs and experiences about written feedback;
- Write and receive feedback about their written feedback; and
- Assess their feedback using an innovation configuration map.

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

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

**Area of Focus:** Leadership

### PC07

#### Curriculum-based Professional Learning to Transform Teaching



Learn how to shift from traditional professional learning to

curriculum-based professional learning. Examine a set of research-based actions, approaches, and enabling conditions that effective schools and systems have put in place to reinforce and amplify the power of high-quality curriculum and skillful teaching. Consider strategies for applying them to your plans for professional learning.

#### PARTICIPANTS WILL

- Engage in core, structural, and functional design features and enabling conditions of curriculum-based professional learning and consider implications for your work;
- Examine the foundation for The Elements, a challenge paper from Carnegie Corporation of New York;
- Consider roles and responsibilities for putting into action the elements of curriculum-based professional learning; and
- Reflect on how the pre-conference experience aligns to the Elements and assess your approach to professional learning.

**Stephanie Hirsh**, Hirsh Holdings LLC, stephanie@hirshholdings.com

**Jim Short**, Carnegie Corporation of New York, jbs@carnegie.org

**Area of Focus:** Curriculum, Instruction & Assessment, Learning Designs

### PC08

#### Equity Isn't Just a Word - It's an Action



Learn about the antiracist professional learning series offered

to principals in the Austin Independent School District at the height of the global health crisis and racial violence in the U.S. Engage with a community of learners to reflect on your personal influence as an educator. Create a plan of action to build personal and collective capacity to disrupt systemic inequity in your school and district.

#### PARTICIPANTS WILL

- Learn about the antiracist professional learning community created to support principals in crisis and uncertainty and consider your path toward critical love of your school and district;
- Use the essential elements of cultural proficiency for critical self-reflection on your personal bias, values, beliefs and the impacts on students in your care;
- Reflect on your personal influence as an educator and consider what co-creating identity-safe schools and classrooms for students might look like, sound like, and feel like; and
- Create a personal plan of action that includes a collective commitment with colleagues to change systems and practices that reproduce inequity in schools.

**Angela Ward**, 2Ward Equity, angela@2wardequity.com

**Sara Freund**, Austin Independent School District, sarafreund27@gmail.com

**Area of Focus:** Equity Practices, Culture Of Collaborative Inquiry



# Preconference Sessions | Sunday | 9 am–4 pm

## PC09

### Great Instructional Coaching



Explore the seven factors that lead to successful instructional coaching, based on 25 years of research. Learn coaching

skills that can be used in professional practice immediately. Engage with other coaches to gain multiple perspectives and create an implementation plan to take back to your school or district. Leave with tools and forms you can use to ensure that coaching flourishes in your organization.

#### PARTICIPANTS WILL

- Learn research-based coaching skills that can be used in professional practice immediately;
- Discuss each strategy, principle, tool, or idea with other coaches to gain multiple perspectives on the learning that is shared; and
- Create an implementation plan to take back to schools and districts.

**Jim Knight**, Instructional Coaching Group, jim@instructionalcoaching.com

**Area of Focus:** Professional Expertise, Implementation

## PC10

### Leading From the Inside Out



Explore an approach to school improvement and innovation that works from the inside out, unleashing not only student curiosity,

but teacher curiosity as well by creating a culture of collaborative inquiry. Discover the power of peer-to-peer coaching in triads for school improvement and identify next steps for implementing them in your school. Use evidence-based pathways to improvement to identify your school's next step toward innovation and improvement and focus for your professional learning.

#### PARTICIPANTS WILL

- Understand and share with others the power of curiosity and how to cultivate it in teachers, leaders, and learners;
- Understand the differences between an inside-out, curiosity-driven approach to school improvement and an outside-in or top-down approach;
- Discover the power of peer-to-peer coaching in triads for school improvement and identify next steps for implementing them in their school; and
- Use evidenced-based pathways to improvement to identify their own school's next step toward innovation and improvement and focus for their professional development efforts.

**Bryan Goodwin**, McRel International, bgoodwin@mcrel.org

**Area of Focus:** Professional Expertise, Leadership

## PC11

### Leveraging Learning Systems to Create a Culture of High Expectations for All



Explore strategies for developing high-performing

learning systems that build trusting relationships, raise expectations for students and staff, and engage all in a cycle of continuous improvement. Examine ways to design learning that best meets the needs of adults and deepens student learning. Learn how to remove barriers that often prevent students from having meaningful learning experiences. Leave with tools that will strengthen your leadership.

#### PARTICIPANTS WILL

- Understand and define a system of learning that results in changes in adult practices;
- Develop skill in building trusting relationships; and
- Exit with clear strategies and learning designs that facilitate teams moving through a cycle of continuous improvement.

**Kay Psencik**, Learning Forward, psencikmk@outlook.com

**Eric Brooks**, Yuma Union High School District, ebrooks@yumaunion.org

**Area of Focus:** Culture Of Collaborative Inquiry, Leadership



## Preconference Sessions | Sunday, Dec. 4 | 9 am–4 pm

### PC12

#### Reimagine Teacher Leadership



Explore steps to improve teacher leadership in your

school or district using *A Systemic Approach to Elevating Teacher Leadership* (Killion et al., 2016) as a guide. Learn how teacher leadership promotes collaborative cultures, equitable learning environments, teacher agency and credibility, improved decision-making, and a dynamic teaching force. Plan how to monitor and evaluate teacher leadership and apply what you've learned in your school or district.

#### PARTICIPANTS WILL

- Explore definitions of teacher leadership, equity, and excellence;
- Explain the purpose, benefits, and desired outcomes for advancing teacher leadership in schools and school systems;
- Integrate elements of the Professional Learning Standards into the daily work of teacher leaders;
- Plan how to monitor and evaluate teacher leadership;
- Identify the essential knowledge, skills, and dispositions of teacher leaders;
- Apply the new knowledge about teacher leadership in your school or district; and
- Learn with, from, and on behalf of one another.

**Ann Delehant**, Delehant & Associates, [adelehant@gmail.com](mailto:adelehant@gmail.com)

**Debbie Cooke**, LF Florida, [cooke.debbie@lfflorida.org](mailto:cooke.debbie@lfflorida.org)

**Area of Focus:** Professional Expertise, Leadership

### PC13

#### Reimagining Leading and Coaching for Everyone's Well-Being



Develop knowledge, insights, and skills related to the well-being

needs of students, staff, and yourself in a volatile world. Reimagine how to engage with practical well-being strategies not usually considered in SEL practices, such as learning outdoors, developing ethical guidelines for technology use, and addressing controversial issues through the curriculum. Leave with an ability to lead deep educator reflection about issues such as how well-being is part of learning and how emotions like anger and disgust shouldn't just be managed but reimagined in terms of their positive value for changing the world.

#### PARTICIPANTS WILL

- Deepen their knowledge of SEL and well-being;
- Reimagine how to engage with practical well-being strategies not usually considered in SEL practices, such as learning outdoors, developing ethical guidelines for technology use, and addressing controversial issues through the curriculum; and
- Leave with an ability to lead deep educator reflection about issues such as how well-being is part of learning, not an add-on to or offset for it; about how well-being is a sociological as well as a psychological responsibility; and about how so-called "negative" emotions like anger and disgust shouldn't just be managed but should sometimes be reimagined in terms of their positive value for changing the world.

**Andy Hargreaves**, Boston College, [hargrean@bc.edu](mailto:hargrean@bc.edu)

**Trista Hollweck**, University of Ottawa, [thollwec@uottawa.ca](mailto:thollwec@uottawa.ca)

**Area of Focus:** Equity Practices, Leadership

### PC14

#### Reimagining School Leadership: Understanding Adult Resistance to Change



Reimagine a style of leadership designed to address resistance to change while

simultaneously supporting staff members. Explore ways to assemble a collective leadership approach that addresses both logical and illogical forms of resistance to change. Learn to use transformational leadership approaches that support staff and hold them accountable to change.

#### PARTICIPANTS WILL

- Learn how to assemble a collective leadership approach designed to address both logical and illogical forms of resistance to change;
- Learn how to use transformational leadership approaches to support and professionally and ethically hold staff accountable to change;
- Explore how transformational leadership contributes to a healthy school culture; and
- See how coupling support and accountability is a necessary combination for promoting necessary changes.

**Luis Cruz**, Cruz and Associates Inc., [lcruz@newfrontier21.com](mailto:lcruz@newfrontier21.com)

**Area of Focus:** Equity Practices, Leadership

## Preconference Sessions | Sunday | 9 am–4 pm

### PC15

#### Reimagining the Way We Plan and Evaluate Professional Learning



Explore factors that contribute to the effectiveness of professional learning and the levels of evidence most

crucial to planning, implementation, and evaluation. Learn how to design and implement more effective professional learning experiences using these levels, how to gather quantitative and qualitative evidence on effects, and how to present that evidence in meaningful ways.

#### PARTICIPANTS WILL

- Explore the criteria for determining the effectiveness of professional learning;
- Learn how to use levels of evidence to design and implement more effective professional learning experiences, and
- Understand how to gather crucial evidence on effects and present that evaluation evidence in meaningful ways.

**Thomas R. Guskey**, University of Kentucky, guskey@uky.edu

**Area of Focus:** Professional Expertise, Evidence

### PC16

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



Gain an understanding of why it can be so difficult for adults to change their behavior. Explore techniques that result in

sustained changes in adult behavior. Plan your 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.

#### PARTICIPANTS WILL

- Ascertain why it can be so difficult for adults to change their behavior and determine the order of that change when asking adults to implement new behaviors;
- Examine 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 should 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, Inc., marciata@bellsouth.net

**Area of Focus:** Curriculum, Instruction & Assessment, Learning Designs



BECAUSE TRADITIONAL SCHOOLING WAS RECENTLY DISRUPTED, WE HAVE AN EXCITING OPPORTUNITY TO RE-ENVISION EDUCATION. BUILDING EQUITABLE LEARNING COMMUNITIES BY STRENGTHENING PEDAGOGY AS WELL AS RELATIONSHIPS BETWEEN EDUCATORS, STUDENTS, AND THEIR FAMILIES WILL HELP US REACH DEEPER ENGAGEMENT AND LEARNING FOR ALL."

**Erika Coleman-Mitchell**

District Lead Literacy Coach  
Nashville, TN



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with special early bird discounts.  
See registration form on page 18  
for details.



## Preconference Sessions | Sunday, Dec. 4 | 9 am–4 pm

### PC17

#### Standards for Professional Learning 2022



Dig deep into the 2022 edition of the Standards for Professional Learning, focusing on how the standards

support high-quality professional learning. Use tools and resources to examine standards concepts such as guiding assumptions, equity, curriculum, assessment, instruction, and professional expertise. Engage in collaborative learning to apply these concepts to your role, responsibilities, and professional context.

#### PARTICIPANTS WILL

- Gain a deep understanding of the content and structure of the Standards for Professional Learning;
- Apply the concepts in the Standards to their own roles, responsibilities, and contexts by engaging in interactive and collaborative activities; and
- Determine which strategies, resources, and tools can support their individual and collaborative professional learning growth and development.

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

**Tracy Crow**, Learning Forward, Tracy.Crow@learningforward.org

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

**Machel Mills-Miles**, Learning Forward, machel.mills-miles@learningforward.org

**Area of Focus:** Professional Expertise, Evidence

### PC18

#### Stretching at Your Collaborative Edges



Learn how to develop yourself as an educator and as a human being so that you can become a bigger and better version

of yourself as a team member and a leader. Explore five ways to stretch at your learning edges to develop yourself to be an even more effective collaborative team member committed to educator effectiveness and continuous improvement. Leave with strategies and tools to bring back to your teams to develop your professional learning culture.

#### PARTICIPANTS WILL

- Know themselves and their identities;
- Better suspend their certainty and think with greater complexity and openness;
- Take increased responsibility for their language and communications;
- Engage with reciprocity and live “out Loud” their belief of mutual respect for all; and
- Build their resiliency and work on their emotional health.

We will leave with strategies and tools to bring back to our teams to develop our professional learning culture.

**Jennifer Abrams**, Jennifer Abrams Consulting, jennifer@jenniferabrams.com

**Area of Focus:** Learning Designs, Culture Of Collaborative Inquiry

### PC19

#### Teacher Clarity for High Expectations and Accelerated Learning



Identify the components of teacher clarity, which requires that

teachers understand what students need to learn, communicate learning intentions to students, develop with students an understanding of success criteria, deliver lessons in relevant and engaging ways, and ensure that assessment drives instruction. Examine methods for promoting teacher clarity, assessing student knowledge, and fostering ownership in learning. Understand how high expectations are infused in every instructional decision.

#### PARTICIPANTS WILL

- Identify the components of teacher clarity;
- Describe meaningful learning experiences for students to reach high expectations; and
- Learn about the alignment of curricular expectations, instruction, and informative assessment.

**Doug Fisher**, Health Sciences High & Middle College, dfisher@sdsu.edu

**Nancy Frey**, Health Sciences High & Middle College, nfrey@sdsu.edu

**Area of Focus:** Equity Practices, Curriculum, Instruction & Assessment







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**\$100**

**per day**

on your conference  
registration with your

## LEARNING FORWARD MEMBERSHIP?

You are a member of the only professional association devoted exclusively to supporting those who work in educator professional development.

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- Access to thousands of curated professional learning resources;
- Exclusive learning opportunities;
- Special members-only pricing and discounts; and
- An expanded network of prominent professional learning experts.

If you haven't already, consider upgrading to a comprehensive membership to get even more benefits, including print copies of *The Learning Professional* and four books per year with Learning Forward's Book Club!

Visit [learningforward.org/membership](https://learningforward.org/membership) for more information.

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THE PROFESSIONAL LEARNING ASSOCIATION



WE AS EDUCATORS HAVE THE OPPORTUNITY TO REIMAGINE EDUCATION FOR ALL LEARNERS. WE SHOULD FEEL CHALLENGED TO RETHINK OUR PRACTICES IN EVERY WAY AND REFLECT ON HOW WE CONTINUE TO HELP STUDENTS AND ADULTS TO GROW AND DEVELOP SKILLS FOR A WORLD NOT YET KNOWN."

**Theresa Nixon**

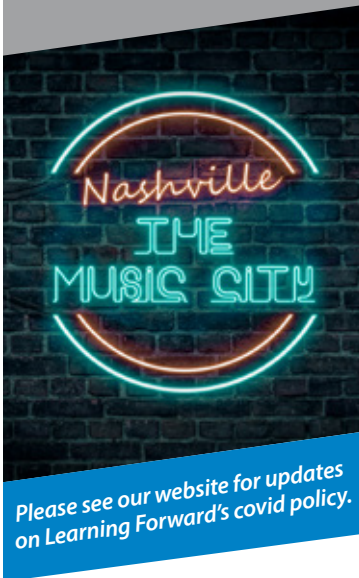
Director of Teaching  
& Learning Support  
Knoxville, TN



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with special early bird discounts.  
See registration form on page 18  
for details.

## REGISTRATION INFORMATION

TO REGISTER FOR LEARNING FORWARD'S 2022 ANNUAL CONFERENCE, PLEASE COMPLETE THE REGISTRATION FORM.



Please see our website for updates on Learning Forward's covid policy.

## HOTEL & TRAVEL INFORMATION

### Book now for best availability!

Reservations can be made through Friday, Nov. 11, 2022. To book a hotel guest room at the Learning Forward Annual Conference hotel rates, please make your reservation by the cutoff date of Friday, Nov. 11, 2022. Hotel changes and/or cancellations can be made, but cancellation for large group holds after Friday Oct. 22, 2022, will incur a one-night hotel room charge for each room reserved. Book now to secure a rate in the room block and be connected to all the conference activities at the Gaylord Opryland Resort and Convention Center.

Make your reservations online anytime:

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

Confirmed rates for the Learning Forward Annual Conference, Dec, 3-7, 2022.

- Single occupancy.....\$219
- Double occupancy.....\$219
- Triple occupancy.....\$219
- Quadruple occupancy .....\$219

# NASHVILLE | DEC. 4-7, 2022

# 2022 LEARNING FORWARD ANNUAL CONFERENCE

GAYLORD OPRYLAND RESORT AND CONVENTION CENTER

[conference.learningforward.org](https://conference.learningforward.org) | [#learnfwd22](https://twitter.com/learnfwd22)

	PREVIEW REGISTRATION 4/15/2022 - 6/30/2022		EARLY REGISTRATION 7/1/2022 - 10/31/2022		REGULAR & ONSITE 11/1/2022 - 12/7/2022	
	Member	NonMember	Member	NonMember	Member	NonMember
<b>SUNDAY, DEC. 4</b> Preconference only	\$299	\$399	\$314	\$414	\$329	\$429
<b>MONDAY, DEC. 5</b> Conference	\$249	\$349	\$264	\$364	\$279	\$379
<b>TUESDAY, DEC. 6</b> Conference	\$249	\$349	\$264	\$364	\$279	\$379
<b>WEDNESDAY, DEC. 7</b> Conference	\$199	\$299	\$214	\$314	\$229	\$329

### 4 WAYS TO REGISTER:

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

**ONLINE:** [conference.learningforward.org](https://conference.learningforward.org)

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

**FAX:** 513-523-0638

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

## REGISTRATION POLICIES AND PROCEDURES

Fees for 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 brunch, general session program, morning sessions, and materials.

### 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.

### 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 order. Learning Forward

## REGISTRATION DISCOUNTS

Learning Forward members receive discounted registration. Join, renew, or upgrade your membership to attend the conference at the member rate. **Save \$100 with a 4-day registration.** Groups of 10 or more are eligible for a 10% discount. Please call 800-727-7288 to receive a discount code.

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

A \$50 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2022, to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2022. No refunds will be issued for cancellations received after Nov. 19, 2022. Learning Forward reserves the right to process refunds after the conference concludes. To transfer registration, 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.



# GAYLORD OPRYLAND RESORT AND CONVENTION CENTER

## REGISTRATION FORM

### 4 WAYS TO REGISTER:

**ONLINE:**  
conference.learningforward.org

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

**FAX:**  
513-523-0638

**SCAN:**  
office@learningforward.org

### 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.

Choose Sunday preconference session. One selection per day.

**MEMBER** **NONMEMBER**

**SUNDAY PRECONFERENCE** ..... \$299 \_\_\_\_\_ \$399 \_\_\_\_\_

**MONDAY CONFERENCE** ..... \$249 \_\_\_\_\_ \$349 \_\_\_\_\_

**TUESDAY CONFERENCE** ..... \$249 \_\_\_\_\_ \$349 \_\_\_\_\_

**WEDNESDAY CONFERENCE** ..... \$199 \_\_\_\_\_ \$299 \_\_\_\_\_

**\$100 OFF 4-DAY REGISTRATION** ..... \$ \_\_\_\_\_ \$ \_\_\_\_\_

**GROUP 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/membership/](http://www.learningforward.org/membership/) 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 7/01/22

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.

### 5 PLEASE CHECK (✓)

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

I am a presenter

I am willing to host a session I am attending. Hosts will be contacted with details and are eligible to win a free conference registration for 2023.

This is my first Learning Forward conference

Special diet required:

*We will not be able to accommodate special dietary needs received after Nov. 15, 2022.*

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. Registration includes admission to all public receptions.

**Cancellation policy.** A \$50 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2022, to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2022. No refunds will be issued for cancellations received after Nov. 19, 2022. Learning Forward reserves the right to process refunds after the conference concludes. To transfer registration, 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.



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NASHVILLE | DEC 4-7, 2022

# 2022 LEARNING FORWARD ANNUAL CONFERENCE

GAYLORD OPRYLAND RESORT AND CONVENTION CENTER

## *New this year!*

- We heard your requests for more networking and reflection time, so we have moved Monday and Tuesday's keynotes to give you more time to focus and interact.
- The Gaylord Opryland Resort and Convention Center welcomes guests to a stunning, one-of-a-kind resort experience. Guests can explore nine acres of garden atriums, a wide selection of award-winning restaurants & bars, and the world-class Relâche Spa. Come join in Music City!
- Dive deeper into the newly revised Standards for Professional Learning.

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