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NASHVILLE | DEC 4-7, 2022

• • • 2022 LEARNING FORWARD
• • • ANNUAL CONFERENCE

GAYLORD OPRYLAND RESORT
AND CONVENTION CENTER

CONFERENCE PROGRAM



REIMAGINE

#learnfwd22 | conference.learningforward.org

PLAN TO ATTEND

DEC. 4-7
2022

2022 LEARNING FORWARD ANNUAL CONFERENCE

GAYLORD OPRYLAND RESORT
AND CONVENTION CENTER



NASHVILLE

2022 Highlights

- Reconnect and learn together...in amazing Nashville!
- Newly revised Standards for Professional Learning
- Friendlier schedule
- More networking and reflection time
- 235 sessions focused exclusively on professional learning for educators
- 2 large attendee receptions and celebrations

Save up to \$560
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members-only pricing!



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

- How can we reinvent professional learning?
- How can we help students and adults grow and develop skills for a world not yet known?
- How can we build 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

REIMAGINE

Invitation from the Board of Trustees President and our CEO

Dear Learning Forward Community,

On behalf of Learning Forward's board of trustees, staff, and conference host committee, it is our pleasure to invite you to attend Learning Forward's 2022 Annual Conference in Nashville, Tennessee. Planning our signature conference, once again in-person after two years of meeting virtually, has been exhilarating.

Attendees will find a rich and diverse agenda with high-value opportunities to go deeper into professional learning issues, gain usable knowledge, and share insights. This year you will also find many opportunities to delve deeper into our newly revised Standards for Professional Learning.

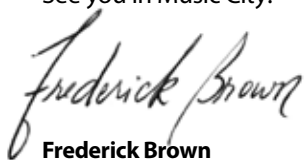
As excited as we are to be together this Dec. 4-7 for extraordinary learning opportunities, we also acknowledge that 2022 represents another difficult year for our profession, our students, and our world. The challenges each of us face in every role, be it teaching, mentoring, coaching, leading, or policymaking, ask more from us than ever before. This is why we must come together. Not for just one conference or one session, but for the collaborative power offered by our partners, practitioners, and Learning Forward members around the world. We have designed a conference environment that will be informative, evidence-based, and, importantly, restorative as you recharge and reconnect with peers.

Our conference theme is *Reimagine*. Conference-goers will have time to reflect on this theme through their own experiences and to learn how to embrace change to address challenges they face in their areas of practice.

Join us in Nashville, a dynamic city that offers world-class beauty and amenities -- all within walking distance or a short drive -- served up with Nashville's signature charm and civic pride.

Thank you for your continued commitment to high-quality professional learning and to building your capacity to serve every student through equitable and rigorous leadership, teaching, and learning. Take a look at everything our 2022 Annual Conference has to offer, and please reach out if you have any questions.

See you in Music City!



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Sue Sarber
Arlington, VA

Host Committee Chair Welcome



It is my honor to welcome you to Learning Forward's 53rd Annual Conference, as well as the return to an in-person event, in none other than Nashville, Tennessee! The very fitting theme for 2022 is "Reimagine." In order to best serve our students, reimagining is something educators have always done. After the past two years and

the arrival of a new world (in every sense of the expression), it is time to celebrate and to share widely your passion, dedication, and absolute determination to put learning first.

The Learning Forward team and the conference host committee have happily devoted too many hours to count to ensure a plethora of high-quality professional learning experiences for you here in Music City. There will be numerous opportunities for you to collaborate and engage in productive discussions with colleagues who will gather at the Gaylord Opryland from near and far. You will hear from inspiring and compelling speakers whose words will echo in your memory for years to come. I am confident that every one of you will depart with at least one effective strategy that you will be able to immediately implement. My hope is that you will leave with multiple outstanding ideas!

While in Nashville, we hope you will immerse yourself in this one-of-a-kind locale. From the Parthenon to the Country Music Hall of Fame to the Museum of African American Music to Cheekwood Estate and Gardens to the Frist Art Museum, there is truly an

unforgettable experience for everyone. Don't miss the legendary Ryman Auditorium, and you won't regret planning ahead to snag tickets at the remarkable Bluebird Café. Extremely close to the conference location is the magnificent Grand Ole Opry. Take a stroll on the storied John Seigenthaler Pedestrian Bridge for one of the best views of downtown; this is a landmark you have likely seen in various movies and television shows. Nashville is most definitely a "foodie" place; try the hot chicken, biscuits and gravy, coffee and gourmet doughnut shops in Germantown, the Gulch, 12 South, Franklin, and other traditional Southern fare such as meat and three, fried pickles, pimento cheese, sweet tea, and banana pudding. Leipers Fork is a bit further away but well worth the 40 minutes it takes to drive there from downtown. This historical district is one of the most stunningly lovely and peaceful slices of Tennessee country you will find, with charming shops, art galleries, restaurants, and of course, live music as added bonuses.

Please come up and say hi while at the conference! It would be my pleasure to personally welcome you to this superb time of learning and to my adopted hometown, Nashville. And, I'll share with you the location of several famous local murals so you can take some fun photos.

Warmly,
Mary Decker, Chair
Nashville Host Committee
#Learnfwd22

Nashville Host Committee



Mary Decker



Angie Manor



Brenda Mathews



David Timbs



Deborah Boyd



Erica Coleman-Mitchell



Jeff Yawn



Millicent Smith



Rachel Addison



Renee Pryor



Sarah Blumberg



Tanna Nicely



Theresa Nixon



Tina Smith

As this year's philanthropic effort, the 2022 Learning Forward Conference Host Committee is honored to partner with The Store to raise funds to help support their outstanding work in the greater Nashville area.

Be on the lookout for the QR Code at the conference to make a donation to the organization's Amazon Wish List.

The Store operates with the mission of allowing people to shop for their basic needs in a way that protects dignity and fosters hope. They seek to empower individuals and families who are seeking self-sufficiency by providing them with a normal shopping experience at no cost to them. When the pandemic hit in 2020, The Store pivoted from their original model and implemented a grocery delivery program, delivering to almost 500 elderly households weekly as well as serving hundreds of families through curbside grocery pickup. Since returning to in-person shopping in July of 2021, they now serve 350+ households a month. In the coming years, they hope to expand their efforts to other areas of Nashville that are experiencing food insecurity.



About the Conference

For more than 45 years, Learning Forward's Annual Conference has been THE event for learning about learning. Our 2022 conference in Nashville, Tennessee, marks our return to an in-person conference.

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

- How can we reinvent professional learning?
- How can we help students and adults grow and develop skills for a world not yet known?
- How can we build 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





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, featuring the newly revised Standards for Professional Learning

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
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	Sponsor Sessions
3:00 – 4:00	Round Tables
4:15	Registration Closes

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.

Save up to \$560
with early registration and
members-only pricing!



Your Invitation

Please join us on Monday,
December 5, from 3:30-4:30 p.m.
to **unwind with friends, food,
beverage, and great conversation!**

This reception is hosted by our
Annual Conference sponsors
and is a wonderful networking
opportunity with colleagues at the
forefront of professional learning.
We look forward to seeing you there!



**NEWLY
REVISED!**

Standards for Professional Learning at the conference

On April 25, Learning Forward released the latest version of the Standards for Professional Learning. Each day of our conference will feature opportunities to learn about the revised standards from our professional learning experts and how the standards can create environments in which educators and students have equitable access to powerful learning.

Join us to see how the Standards for Professional Learning offer educators the latest knowledge and insights to design, implement, and sustain high-quality professional learning.



STANDARDS LAB

Stop by the Standards Lab to play games, win prizes, and talk with our experts about the revised standards. Check out our schedule for moderated conversations around current essential topics and sign our pledge to be a Standards Ambassador!

WELCOME RECEPTION FEATURING STANDARDS FOR PROFESSIONAL LEARNING

In addition to the usual kickoff soirée, this year will offer an opportunity to hear from our affiliate chapters so you can see how standards are being applied in your local area.



PRECONFERENCE SESSION

PC17 | Standards for Professional Learning 2022

Sunday 9:00 am–4:00 pm

Dig deep into 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.

THOUGHT LEADER SESSION

TL03 | Research Foundations of Standards for Professional Learning

Tuesday 10:45 am–11:45 am

Examine the research that informed the recent revision of Standards for Professional Learning. Learn about the findings of a literature review and a meta-analysis of studies focused on the impact of professional learning on educator and student outcomes.

CONCURRENT SESSIONS

1104 | The Principal: Leading Learning

Monday 9:30 am–2:45 pm

Explore how principals are redesigning their leadership based on the new Standards for Professional Learning and the roles they play in leading learning of adults and students. Examine the new standards from the role of the principal and leave with a plan of action to move forward with authentic implementation in our schools.

1427 | Tool Time: Implementing Standards for Professional Learning

Monday 12:45 pm–2:45 pm

Dive into the resources that support implementation of Standards for Professional Learning. Learn how to translate the standards – which describe the content, processes, and conditions for professional learning that lead to high-quality leading, teaching, and learning – into the daily work of educators in various roles and with varying responsibilities, from state education leaders to classroom teachers.

2408 | Equity in Standards for Professional Learning

Tuesday 12:45 pm–2:45 pm

Unpack the relationship between equity and educator learning using Standards for Professional Learning.

STANDARDS LAB MODERATED DISCUSSION SCHEDULE

DATE	TIME	SCHEDULED DISCUSSION THEMES
Saturday	4-6 pm	What's new and different
Sunday	7:30–9 am	How to get started with implementation
Monday	7-8 am	Interactive standards simulation
Monday	3-3:30 pm	The Equity standards
Tuesday	7-8 am	The Curriculum, Assessment, and Instruction standard
Tuesday	3-4 pm	Standards Assessment Inventory / How to measure implementation
Wednesday	8-8:30 am	Policy development at all levels



THE PROFESSIONAL LEARNING ASSOCIATION

learningforward.org/store

How to find session information

The 2022 areas of focus are organized by the newly revised standards. Knowing that no standard stands alone, we have provided two standards for each session in no specific order.

Standards for Professional Learning (areas of focus)

- Culture of Collaborative Inquiry
- Curriculum, Assessment, & Instruction
- Equity Drivers
- Equity Foundations
- Equity Practices
- Evidence
- Implementation
- Leadership
- Learning Designs
- Professional Expertise
- Resources

- Session lengths
- Session descriptions
- Participant outcomes available online
- Presenter names and contact information
- Areas of Focus
- Topics

If you need help narrowing your options, we recommend visiting our conference website and searching sessions by one of the following options:

- Day
- Time
- Areas of Focus
- Topic
- Audience
- Level (Basic, Intermediate or Advanced)


Session topics within the standards:

Advocacy and Policy | Assessment | Blended/Online Learning | Change Management | Coaching | Collaborative Inquiry | College- and Career-Readiness/Student Performance Standards | Community/Family Engagement | Comprehensive System Improvement/Reform | Continuous improvement Cycles | Culturally Responsive Pedagogy | Culture and Climate | Curriculum and Instructional Materials | Data-Driven Decision Making | Deep Learning | Distributed/Shared Leadership | Early Childhood | Educator Effectiveness | Educators in Crisis | Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation) | English Learners / Linguistic Diversity | Equitable Access and Outcomes | Evaluation and Impact | Facilitation | Feedback and Observations | Implementation | Induction and Mentoring | Innovations in Teaching and Learning | Instructional Approaches | Instructional Leadership and Supervision | Leadership Development | Leadership Pathways & Pipelines | Learning Networks | Literacy | Mathematics | Measuring the Return on Investment | Micro-Credentials / Badging | Models of Professional Learning (including in-person, virtual and hybrid models) | Open Educational Resources/Practices (OER/OEP) | Other | Partnerships | Personalized Learning (Educators and Students) | Professional Learning Basics | Professional Learning Communities | Racial Equity | School Improvement/Reform | Science | Secondary Education | Social Emotional Learning/Health (SEL/SEH) | STEM: Science, Technology, Engineering, and Math | Student Engagement | Student or Teacher Voice | Teacher (or Educator) Retention and Recruitment | Teacher Leadership | Teacher Pathways/Pipelines | Technology for Professional Learning | Technology to Enhance Student Learning | Trauma-Informed Practice | Unconscious/Implicit Bias Urban Issues and Settings | Virtual Professional Learning

sions | 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

Areas of Focus: Professional Expertise, Leadership

Topics: Professional Learning Basics, Other: Equity

WHAT'S NEW IN 2022?

More networking and reflection time

Many of our attendees requested more networking and reflection time, and we listened! Monday's and Tuesday's keynotes have shifted to the mornings, allowing you and your team to start your days together before breaking off into concurrent sessions and thought leaders.

We will then reconnect for a sit-down lunch with dedicated time and space to network, connect with each other, and enjoy a meal while digesting everything you learned during your morning session.

Wednesday ends early but with pomp and circumstance

On Wednesday, we flip the schedule and start the morning with concurrent sessions before we wrap up the conference with brunch and a keynote. We hope wrapping the conference up early will allow you the time needed to travel home safely or extend your stay in the beautiful state of Tennessee!

Newly revised Standards for Professional Learning

Dive deep into the newly revised Standards for Professional Learning as we infuse the conference with the new standards. You'll find preconference and concurrent sessions on the standards and an exciting and interactive Standards Lab, where you will be able to learn about the standards, talk to experts, get your questions answered, play games, and win fabulous prizes!

Celebrations you don't want to miss

Knowing we will be in Music City, we hope you will reserve some time to explore and experience all the great offerings in Nashville, but please don't forget about our two receptions, hosted just for you. Each will feature food, fun, and friends!

- Sunday's Welcome Reception, featuring the newly revised Standards for Professional Learning, from 6:00-7:30
- Monday's Sponsor Reception from 3:30-4:30

See you in December in Nashville!

The Gaylord Opryland Resort and Convention Center. The Gaylord offers 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 world-class spa.

Keynote Speakers

MONDAY

JESSYCA MATHEWS



Placing Ourselves on the Mountaintop

8:15 am - 9:15 am | Monday

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's* and *The Washington Post*.

Jessyca Mathews, Michigan Teacher of the Year Network, authorjessycamathews@gmail.com

Areas of focus: Equity Practices, Equity Foundations

Topics: Racial Equity, Student or Teacher Voice

TUESDAY

**TRACEY TOKUHAMA-
ESPINOSA**



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

8:15 am - 9:15 am | Tuesday

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), 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). She has authored articles for UNESCO and was a member of the Organisation for Economic Co-Operation and Development expert panel to redefine teachers' new pedagogical knowledge.

Tracey Tokuhama-Espinosa, Harvard University Extension School; Nature Partner Journal Science of Learning, traceytokuhamaespinosa@gmail.com

Areas of focus: Professional Expertise, Learning Designs

Topics: Innovations in Teaching and Learning, Instructional Approaches, Models of Professional Learning (including in-person, virtual and hybrid models)

WEDNESDAY

**PRINCIPAL BARUTI
KAFELE**



The Equity-Mindset Educator

11:45 am - 1:00 pm | Wednesday

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).

Principal Kafele Baruti, Principal Kafele Consulting LLC, principalkafele@gmail.com

Areas of focus: Equity Foundations, Leadership

Topics: Culture and Climate, Equitable Access and Outcomes, Leadership Development, Racial Equity



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Thought Leaders



TL01 | How Principals Affect Students and Schools

10:45am-11:45am | Monday

Discuss with Jason Grissom, professor of public policy and education at Vanderbilt University, a major review from The Wallace Foundation of 20 years of research, which confirms that principals are even more important for student achievement than previously believed. Find out which skills and practices among principals are linked to positive outcomes for students and why diversifying the leadership pipeline is vital to achieving equity goals.

Jason Grissom, Vanderbilt University, jason.grissom@Vanderbilt.Edu

Areas of focus: Evidence, Leadership

Topics: Equitable Access and Outcomes, Leadership Pathways & Pipelines, Other:



TL02 | Busting Myths About Teacher Professional Learning

1:00pm-2:00pm | Monday

Engage in a myth-busting conversation with Nathaniel Schwartz, professor of practice at Annenberg Institute for School Reform, about what the field does and doesn't know about teacher professional learning, with insights from *A Learning Agenda for Improving Teacher Professional Learning at Scale* from the Research Partnership for Professional Learning. Participate in role-alike small-group discussions and plan how to bring this knowledge into your work and incorporate it into your professional learning system.

Nathaniel Schwartz, Annenberg Institute for School Reform, Brown University, nathaniel_schwartz@brown.edu

Areas of focus: Evidence, Learning Designs

Topics: Models of Professional Learning (including in-person, virtual and hybrid models), Professional Learning Basics, Other: Research on professional learning practices



TL03 | Research Foundations of Standards for Professional Learning

10:45am-11:45am | Tuesday

Examine the research that informed the recent revision of Standards for Professional Learning. Learn about the findings of a literature review and a meta-analysis of studies focused on the impact of professional learning on educator and student outcomes conducted by American Institutes of Research. Engage in conversation with Elizabeth Foster, vice president, research and standards at Learning Forward, and Rachel Garrett, principal researcher at American Institutes of Research, about the studies cited, emerging areas of scholarship such as social and emotional learning and equity, and what is on Learning Forward's agenda for future research related to professional learning.

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

Rachel Garrett, American Institutes of Research, rgarrett@air.org

Areas of focus: Professional Expertise, Evidence

Topics: Equitable Access and Outcomes, Professional Learning Basics, Other: Research about professional learning



TL04 | Learning is Social and Emotional and Inequitable

1:00pm-2:00pm | Tuesday

Discover how to align the efforts of schools and out-of-school-time providers to support social and emotional learning as a foundation of success for all youth. Learn with Karen Pittman, partner at KP Catalysts, how an aligned approach to social and emotional learning can reduce inequity and optimize learning. Explore how to leverage the unique strengths of these two systems and how to overcome the challenges of bringing them together.

Karen Pittman, KP Catalysts, LLC., karen@kpcatalysts.com

Areas of focus: Equity Practices, Equity Foundations

Topics: Social Emotional Learning/Health (SEL/SEH)

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- Virtual Coaches Academy
- Virtual Mentor Teacher Academy
- Powerful Communication Skills for Coaches
- 8 Dimensions of Educator Wellness
- Designing Professional Learning for the Virtual World



learningforward.org/online-courses

A photograph of a teacher with long dark curly hair leaning over two students. One student is wearing glasses and a denim shirt, and the other is smiling. They are all looking at a tablet computer. The background is a bright classroom with other students and desks.

We reimagine what's possible every day.

Throughout its rich history, the NEA has supported professional growth and excellence for educators throughout their careers. Now, we are proud to join with Learning Forward to reimagine education and transform schools to create a nurturing and equitable environment to support student learning and educator professional growth. Visit [nea.org](https://www.nea.org) to learn about NEA and its activities and programs to provide growth opportunities for every educator and support for every student.



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

Areas of Focus: Evidence, Learning Designs
Topics: Evaluation and Impact, Measuring the Return on Investment

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

Areas of Focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Continuous Improvement Cycles, Professional Learning Communities, Other: Collective Responsibility

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

Areas of Focus: Equity Practices, Curriculum, Assessment, & Instruction
Topics: Coaching, Collaborative Inquiry, Culturally Responsive Pedagogy

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

Areas of Focus: Implementation, Learning Designs

Topics: Coaching

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

Kenneth McKee, NWEA, kennethcmckee@gmail.com

Areas of Focus: Learning Designs, Implementation

Topics: Coaching



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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members-only pricing!



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

Areas of Focus: Implementation, Professional Expertise

Topics: Educator Effectiveness, Feedback and Observations

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

Areas of Focus: Curriculum, Assessment, & Instruction, Learning Designs

Topics: Change Management, Curriculum and Instructional Materials

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

Areas of Focus: Equity Driver, Equity Practices

Topics: Educators in Crisis, Leadership Development, Racial Equity

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

Areas of Focus: Implementation, Learning Designs

Topics: Coaching, 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

Areas of Focus: Culture Of Collaborative Inquiry, Implementation

Topics: Innovations in Teaching and Learning, Leadership Development, Other: Empowerment

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

Areas of Focus: Culture Of Collaborative Inquiry, Leadership

Topics: Comprehensive System Improvement/Reform, Culture and Climate, Other: Change Theory



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

Debbie Cooke, LF Florida, cooke.debbie@lfflorida.org

Areas of Focus: Professional Expertise, Leadership

Topics: Comprehensive System Improvement/Reform, Distributed/Shared Leadership, Teacher 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

Trista Hollweck, University of Ottawa, thollwec@uottawa.ca

Areas of Focus: Equity Practices, Leadership
Topics: Coaching, Leadership Development, Social Emotional Learning/Health (SEL/SEH)

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

Areas of Focus: Equity Practices, Leadership

Topics: Change Management, Leadership Development, Other: Transforming School Culture

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

Areas of Focus: Professional Expertise, Evidence

Topics: Educator Effectiveness, Evaluation and Impact, Models of Professional Learning (including in-person, virtual and hybrid models)

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

Areas of Focus: Implementation, Learning Designs

Topics: Implementation



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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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

Areas of Focus: Professional Expertise, Leadership

Topics: Professional Learning Basics, Other: Equity

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

Areas of Focus: Culture Of Collaborative Inquiry, Professional Expertise

Topics: Leadership Development, Models of Professional Learning (including in-person, virtual and hybrid models), Professional Learning Communities

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

Areas of Focus: Equity Practices, Curriculum, Assessment, & Instruction

Topics: Curriculum and Instructional Materials, Instructional Approaches



Monday

MORNING

Registration Opens | 7:00

Conference Overview | 7:30 – 8:00
& **First Timers Orientation**

Welcome & Keynote: | 8:15 – 9:15
Jessyca Mathews - Michigan Teacher of the Year network

Keynote Q&A | 9:30 – 10:30

Concurrent Sessions | 9:30 – 11:30

Thought Leader | 10:45 – 11:45
Jason Grissom

Lunch | 11:45 – 12:30

AFTERNOON

Concurrent Sessions | 12:45 – 2:45

Thought Leader | 1:00 – 2:00
Nathaniel Schwartz

Round Tables | 3:00 – 4:00

Sponsor Reception | 3:30 – 4:30

Registration Closes | 4:15

MONDAY

**KEYNOTE SPEAKER
JESSYCA MATHEWS**

8:15 AM-9:15 AM



**Placing Ourselves on
the Mountaintop**

Jessyca Mathews, Michigan
Teacher of the Year
authorjessycamathews@gmail.com

Areas of focus: Equity Practices,
Equity Foundations

Topics: Racial Equity, Student or
Teacher Voice

MONDAY

**KEYNOTE Q&A
JESSYCA MATHEWS**

9:30 AM-10:30 AM

Keynote speaker Jessyca Mathews
will answer your questions in this
special session after the keynote
address on Monday.

**MONDAY
ALL DAY**

**4-HOUR
CONCURRENT
SESSIONS**

9:30 am–11:30 am

& continues

12:45 pm–2:45 pm

(Morning/Afternoon)

1101

**Designing Learning Differently:
Reimagining Professional Learning**

Reimagine professional development
with students at the center by designing
collaborative adult learning that ignites
curiosity and shared responsibility
and accelerates student achievement.
Experience a new approach to professional
learning using Lead by Learning's
playbook. Reflect on your current
vision for adult learning and walk away
with concrete practices to implement
tomorrow.

Jennifer Ahn, Lead by Learning,
Mills College School of Education,
jeahn@mills.edu

Sheila Sath Warner, Alameda Unified
School District, Lincoln Middle School
SSath Warner@alamedaunified.org

Areas of focus: Learning Designs, Culture
Of Collaborative Inquiry

Topics: Collaborative Inquiry, Distributed/
Shared Leadership, Models of Professional
Learning (including in-person, virtual and
hybrid models)

1102

**Equity Coaching: Creating
Culturally Responsive Communities**

Explore equity coaching, a leadership
stance that supports the idea that practice
is what changes behaviors and behaviors
are what change systems. Consider how
improving educators' coaching skills
can help them lead others to embrace
change and replace current reproductive
practices with new relational approaches.
Learn about listening as the central
skill in coaching and creating culturally
responsive communities. Delve into the
topics of race, culture, and schema to
contextualize cultural responsiveness and
imagine new ways for adults and students
to be in community with one another.

Jamie Almanzán, The Equity Collaborative,
jalmanzan@theequitycollaborative.com

Aaron Johnson, The Equity Collaborative,
aaron@theequitycollaborative.com

Areas of focus: Equity Drivers,
Implementation

Topics: Coaching, Culturally Responsive
Pedagogy, Racial Equity

1103

**Healthy Teachers, Happy
Classrooms: 12 Brain-Based
Principles to Avoid Burnout,
Increase Optimism, and Support
Physical Well-Being**

Learn how to meet the physical, social,
and emotional needs of your students
while also maintaining a quality personal
life. Identify the factors that contribute
to teacher burnout. Explore how to
determine purpose and restore your
passion for teaching. Consider 12 specific
ways to support your physical and mental
well-being.

Marcia Tate, Developing Minds, Inc.,
marciata@bellsouth.net

Areas of focus: Professional Expertise,
Learning Designs

Topics: Educator Effectiveness, Educators
in Crisis, Social Emotional Learning/Health
(SEL/SEH)

1104

The Principal: Leading Learning

Explore how principals are redesigning their leadership based on the new Standards for Professional Learning and the roles they play in leading learning of adults and students. Examine the new standards from the role of the principal and leave with a plan of action to move forward with authentic implementation in our schools.

Kay Psencik, Learning Forward, psencikmk@outlook.com

Destini Martin, William F. Barnett Elementary School, destini.martin@sfsd.org

Marlon Williams, Daniel Hale William School of the Arts Middle School, mwilliams45@schools.nyc.gov

Areas of focus: Professional Expertise, Leadership

Topics: Implementation, Personalized Learning (Educators and Students)

1105

Reimagining How We Grade and Report Student Learning

The road to grading and reporting reform is strewn with wreckage of failed efforts. Learn why these reform initiatives failed and what can be done to ensure greater success. This session will guide participants in rethinking all the ways we communicate information about students' performance in school to ensure fair, accurate, meaningful, and equitable grading policies and practices. We will explore ways to improve communication between school and home, including standards-based and competency-based grading procedures, together with policies to avoid due to their negative consequences for students, teachers, and schools.

Thomas Guskey, University of Kentucky, College of Education, guskey@uky.edu

Areas of focus: Equity Practices, Curriculum, Assessment, & Instruction

Topics: Change Management, Community/Family Engagement, School Improvement/Reform

1106

Thinking Through Evaluation

Explore ways to integrate knowledge and skills into any evaluation system to bring a growth-producing dimension often missing from traditional evaluation. Enhance your listening skills as well as your knowledge of how to support thinking during the evaluation process. Learn how to support growth in others through an evaluation conversation. Identify and practice the skills of authentic paraphrasing and posing thoughtful questions.

Jane Ellison, Thinking Collaborative, ccjsjane@gmail.com

Jenny Cunneen, Fairfax County Public Schools, Forestdale Elementary, iovinojm@gmail.com

Areas of focus: Evidence, Implementation

Topics: Evaluation and Impact, Leadership Development

1107

What Teacher Teams Do to Maximize the Power of Formative Assessment

Unleash the power of teacher teams to maximize the impact of formative assessment on student achievement, engagement, and equity. Apply a four-step Formative Assessment for Results cycle, where teachers: clarify learning targets and success criteria; infuse formative assessment throughout instruction; analyze student work frequently and in-depth; and provide timely, targeted feedback, reteaching, and extension. Travel around the FAR cycle and experience activities that build teachers' expertise in these high-impact steps.

Reena Freedman, Research for Better Teaching, freedman@rbteach.com

Patricia Dugan, Cambridge Public Schools, Fletcher Maynard Academy, pduggan@cpsd.us

Kelly Rowan, Cambridge Public Schools, Fletcher Maynard Academy, krowan@cpsd.us

Areas of focus: Curriculum, Assessment, & Instruction, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Continuous improvement Cycles

“Reimagine is an awesome opportunity to rethink, to reinvent, and to do a new thing in education!”

Brenda F. Mathews

Professional Learning and Support Advisor
Memphis, TN

MONDAY MORNING

2-HOUR CONCURRENT SESSIONS

9:30 am–11:30 am

1201

Agenda-Building With Purpose: Meetings That Meet Goals

Discover how to make your meetings meet explicit goals. Examine ways to construct a meeting agenda with clear outcomes, leading to a positive, productive culture in your school or district. Consider your own assumptions about meetings and their effectiveness, then focus on protocols that lead to effective and efficient meetings characterized by equity and excellence.

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

Shannon Kersey, Fulton County Schools (kersey@fultonschools.org)

Areas of focus: Implementation, Leadership

Topics: Culture and Climate, Facilitation

1202

Building an Evidenced-Based Principal Pipeline That Gets Results

Explore processes to prepare candidates to step into school leadership roles. Learn the essential components of a sound principal pipeline. See a model for how a principal pipeline was built for an urban school district, and brainstorm with others to apply these ideas to your own school district.

Paula Texel, Pinellas County Schools, texelpa@pcsb.org

Lynette Fields, Pinellas County Schools, fieldsly@pcsb.org

Areas of focus: Professional Expertise, Leadership

Topics: Leadership Development, Leadership Pathways & Pipelines

1203

Coach Identity: Contradictions in Action

Gain an understanding of the contradictions leadership and instructional coaches face in their work. Analyze the root causes by identifying the coach's and system's goals, purpose, mission, and vision. Explore ways coaches and system leaders can gain clarity and increase the effectiveness of the coaching program.

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

Areas of focus: Professional Expertise, Leadership

Topics: Coaching

1204

The Coach Is the Catalyst

Discover how one literacy coach transformed instructional practices across the district, in all grade levels and content areas, to improve student achievement. Learn to build your coaching capacity to use data, facilitate teacher work, and lead literacy efforts in your school. Enhance your skillful use of protocols and data sources to lead teachers to greater understanding of students' literacy needs.

Jennifer Wright, Collaborative for Teaching & Learning, jwright@ctlonline.org

Staci Eddleman, Collaborative for Teaching & Learning, seddleman@ctlonline.org

Mellanie Hicks, Pike County Schools, mellanie.hicks@pike.kyschools.us

Melody Raymond, Collaborative for Teaching & Learning, mraymond@ctlonline.org

Areas of focus: Implementation, Leadership

Topics: Coaching, Distributed/Shared Leadership, Educator Effectiveness

1205

Comprehension Strategies for High School English Learner Students

Reimagine the integration of scaffolds in curriculum reading and writing strategies for English learner students through professional learning. Create assignments that meet the needs of all English learner students without compromising the rigor or the content knowledge necessary to achieve mastery of the class objectives and maintain high-quality instruction. Learn how to disseminate these strategies to colleagues using activities founded in professional learning principles.

Noel Emilius, DC Public Schools, Columbia Heights Education Campus, dr.noel.emilius@gmail.com

Areas of focus: Equity Practices, Curriculum, Assessment, & Instruction

Topics: Curriculum and Instructional Materials, English Learners / Linguistic Diversity, Secondary Education

1206

Connections: Teaching & Learning About Social Justice in Predominantly White Schools

Explore what anti-bias/anti-racist education is and why it is essential. Learn why it is critical for all schools to engage in and support social justice work. Identify programs and practices you can put in place to support students and teachers, and determine how to take steps in engaging the community in becoming partners in this work.

Ted McCarthy, Sutton School District, Sutton High School, mccarthy@suttonschoools.net

Coleen Motyl-Szary, Sutton School District, Sutton High School, motyl@suttonschoools.net

Areas of focus: Equity Practices, Equity Drivers:

Topics: Culture and Climate, Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Social Emotional Learning/Health (SEL/SEH)

MONDAY MORNING 2-HOUR CONCURRENT SESSIONS 9:30 AM–11:30 AM

1207

Creating and Sustaining Support Systems for Teacher Induction

Discover how an innovative district team leverages resources to create and sustain a robust teacher induction program based on multiple layers of timely support. Investigate strategies they use to equip collaborative teams, coaches, mentors, and site leaders with tools to inspire confidence and build leadership potential in new teachers. Construct a coherent vision, develop structures, and create a plan for alignment of resources to transform teacher induction in your district.

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Katherine House, Los Lunas Schools, kdhouse@l1schools.net

Jessica Montano, Los Lunas Schools, jmontano@l1schools.net

Elena Trodden, Los Lunas Schools, etrodden@l1schools.net

Areas of focus: Professional Expertise, Leadership

Topics: Educator Effectiveness, Induction and Mentoring, Teacher (or Educator) Retention and Recruitment

1208

Customizing an Engaging Professional Learning Experience for Educators

Explore innovative ways to captivate adults in the learning process and how to customize professional learning that supports best practices in a blended classroom. Learn how to curate resources that provide just-in-time, self-paced professional learning to an entire district in a few clicks.

Christine Pipkin, Baltimore County Public Schools, cpipkin@bcps.org

Valerie Schaffer, Baltimore County Public Schools, vschaffer@bcps.org

Areas of focus: Learning Designs, Resources

Topics: Innovations in Teaching and Learning, Models of Professional Learning (including in-person, virtual and hybrid models), Personalized Learning (Educators and Students)

1209

Distributed School Leadership Through Liberatory School Design

Explore how school communities can align on what liberated learning looks like for students while unlocking the collective leadership potential of administrators, teachers, parents, and students. Learn how school leaders in Fort Worth and Tulsa have locked arms with their communities using liberatory design to rally around inspiring visions for the student experience. Come away with practical schemas to cultivate empowered leaders and community-wide vision alignment.

Shelby Hildreth, LiberatED Way powered by AUSL, shildreth@auslchicago.org

Monica Garrett, Fort Worth Independent School District, Morningside Middle School, monica.garrett@fwisd.org

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Kathleen Whigham, Met Cares Foundation, Greenwood Leadership Academy, kwhigham@greenwoodleadershipacademy.org

Areas of focus: Equity Foundations, Leadership

Topics: Community/Family Engagement, Distributed/Shared Leadership, Racial Equity

1210

Empower Broward Teacher Leaders: Leveraging the Power of NBCT Peer Mentorship to Develop Turnaround Teachers

Learn how Broward County Public Schools builds the capacity of teacher leaders to drive changes in instructional practice in its most academically fragile schools through professional learning that includes peer mentorship and components of a National Board Certified Teacher program. Leave with a sample plan for building the knowledge base of teacher leaders and leveraging their collective expertise to mentor teachers in urban turnaround schools.

Fabian Cone, Broward County Public Schools, fabian.cone@browardschools.com

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Kai Walker, Broward County Public Schools, kai.walker2@browardschools.com

Jodi Washington, Broward County Public Schools, jodi.washington@browardschools.com

Areas of focus: Culture Of Collaborative Inquiry, Leadership

Topics: Educator Effectiveness, Teacher Leadership, Teacher Pathways/Pipelines

MONDAY
MORNING

**2-HOUR
CONCURRENT
SESSIONS**

9:30 am–11:30 am

1211

Engaging Instructional Support Teams to Increase Student Achievement

Explore and interact with an innovative approach to paraeducator professional learning that has a direct impact on student achievement through the effective engagement of a school's instructional paraeducator team. Examine how your school or organization can maximize workforce engagement to benefit students within special populations. Develop a vision and action plan for your school.

Nancy Routson, Arlington Public Schools, nancy.routson@apsva.us

Eric Underhill, Stafford County Public Schools, Shirley C. Heim Middle School, underhillew@staffordschools.net

Areas of focus: Equity Practices, Professional Expertise

Topics: Educator Effectiveness, Equitable Access and Outcomes, Models of Professional Learning (including in-person, virtual and hybrid models)

1212

Fearless Schools

Explore how leaders and teachers build and maintain trust and psychological safety and how sometimes these ideals are inadvertently destroyed. Gain an understanding of the impact of psychological safety on the learning environment for adults and students. Engage in rich discussion and reflection based on a large body of 21st-century evidence. Focus on resilience and the ability to bounce back from physical and emotional injury.

Douglas Reeves, Creative Leadership Solutions, douglas.reeves@creativeleadership.net

Areas of focus: Professional Expertise, Leadership

Topics: Culture and Climate, Leadership Development, Social Emotional Learning/Health (SEL/SEH)

1213

Framing Core Competencies for School Improvement Coaches

Explore core competencies that are vital to the development of school improvement coaches as they work with educators in today's complex school environment. Practice using tools that bring the core competencies to life, highlighting the importance of the soft skills of coaching. Compare your district's approach to the core competencies framework and discover how to apply the framework, and tools associated with it, in your context.

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Mike Siebersma, Marzano Research, mike.siebersma@marzanoresearch.com

Areas of focus: Professional Expertise, Implementation

Topics: Coaching, Implementation, School Improvement/Reform

1214

Growing Leaders: Building a Pipeline to Leadership

Explore the framework for a dynamic leadership development program. Discover and experience how Cypress-Fairbanks ISD's series of seven leadership institutes invites, develops, and supports its leaders to take on the next job role in the leadership pipeline. Walk away with ideas for designing content, creating syllabi, and advancing leadership development.

Glenda Horner, Cypress-Fairbanks ISD, glenda.horner@cfisd.net

Carla Brosnahan, Cypress-Fairbanks ISD, carla.brosnahan@cfisd.net

Torine Champion, Cypress-Fairbanks ISD, torine.champion@cfisd.net

Christina Cole, Cypress-Fairbanks ISD, christina.cole@cfisd.net

Tonya Dixon, Cypress-Fairbanks ISD, tonya.dixon@cfisd.net

Roy Garcia, Cypress-Fairbanks ISD, roy.garcia@cfisd.net

Areas of focus: Professional Expertise, Leadership

Topics: Leadership Development, Leadership Pathways & Pipelines, Teacher Pathways/Pipelines



MONDAY MORNING 2-HOUR CONCURRENT SESSIONS 9:30 AM–11:30 AM

1215

Growing Your Professional Learning Team Facilitators

Explore ways to invest in the professional capital of teacher leaders, who do the work of moving learning teams to a place where the focus is on the success of students as well as ways to increase the knowledge, skills, and dispositions of the members of the team. Develop a deeper understanding of the importance of building the capacity of school-based learning team facilitators. Explore a variety of tools and protocols to help your facilitators plan and execute effective team meetings.

John Eyolfson, Learning Forward,
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Kellie Randall, Cherry Creek School District, Eaglecrest High School,
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Jim Roome, Cherry Creek School District,
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Areas of focus: Culture Of Collaborative Inquiry, Professional Expertise

Topics: Continuous improvement Cycles, Facilitation, Teacher Leadership

1216

How Collective Responsibility and Continuous Improvement Revitalized a School

Learn how engaged leaders create engaged schools by building powerful relationships that connect students, caregivers, and community in the collective responsibility of influencing a school's success. Explore continuous improvement processes that help educators learn to adapt during challenges, disruptions, and rapid change. Gain an understanding of the ways schools can build powerful collective efficacy through improvement routines, collaborative opportunities, and listening.

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Blake Frazier, Jefferson County Schools, Erwin Middle School,
bfrazier@jefcoed.com

Kathleen Oropallo, Studer Education, Erwin Middle School, koropallo@hcg.com

Areas of focus: Equity Practices, Culture Of Collaborative Inquiry

Topics: Continuous improvement Cycles, Data-Driven Decision Making, Leadership Development

1217

In Search of a Meaningful Meeting: Leveraging Protocols to Foster Collaboration

Learn how one large school district reinvented meetings by creating a culture of collaboration. Experience how the intentional use of communication protocols can transform conversations and break through stalemates in both in-person and virtual settings. Learn strategies to provide more equitable participation that can foster greater buy-in for critical initiatives.

Gabriella Stetz Jackson, Township HSD 214, gabriella.stetz@d214.org

Lori Abbott, Township HSD 214,
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Kate Glass, Township HSD 214,
kate.glass@d214.org

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Distributed/Shared Leadership, Facilitation, Models of Professional Learning (including in-person, virtual and hybrid models)

1218

MathVentures: A Lab Approach to Mathematics Coaching

Learn about a coaching and professional learning process that increases teacher effectiveness through formative assessment aligned with research-based instructional practices and curriculum standards. Identify the understandings, skills, and mind frames teachers must have to see the impact of their teaching actions on student learning and consider ways of growing these critical teaching proficiencies. Plan for implementation of this lab approach to empower teachers and students as learners and mathematicians and improve mathematics achievement in your own setting.

Sue Chapman, University of Houston - Clear Lake, slcbte@gmail.com

Areas of focus: Curriculum, Assessment, & Instruction, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Mathematics

1219

Maximize the Impact of High-Quality Instructional Materials

Explore how district and school leadership teams can provide enabling conditions to support implementation of high-quality instructional materials. Learn key steps, such as adopting an instructional framework, anchoring coaching and feedback in the curriculum, blending support for curriculum and instructional practices, and evaluating progress. Work in small groups to analyze how teachers and school leaders are supported to implement and effectively use curriculum in their school and districts. Develop next steps to strengthen the integration of curriculum and instructional support in your school and district.

Sidney Ogle, Lincoln County Schools, South Lincoln School, sogle@lcdoe.org

Sharon Cochrane, National Institute for Excellence in Teaching, scochrane@niet.org

Amanda Pickens, Lincoln County Schools, Highland Rim School, apickens@lcdoe.org

Areas of focus: Curriculum, Assessment, & Instruction, Leadership

Topics: Curriculum and Instructional Materials, Educator Effectiveness, Professional Learning Communities

MONDAY
MORNING

**2-HOUR
CONCURRENT
SESSIONS**

9:30 am–11:30 am

1220

Merging CT & Inquiry: Creating Innovative STEM+C Classrooms

Learn about the development and outcomes of online professional learning designed to prepare pre-K-3 teachers to integrate computational thinking into their classrooms through inquiry. Examine tools, processes, and implications of online professional learning to create innovative STEM+C classrooms in a large urban district. Engage in hands-on STEM+C learning and collaborate on implications for your context.

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Areas of focus: Curriculum, Assessment, & Instruction, Learning Designs

Topics: Collaborative Inquiry, Science, STEM: Science, Technology, Engineering, and Math, Virtual Professional Learning

1221

The Next Chapter: Stonger Curriculum, Better Teaching

Examine the research, professional learning, and strategies one district used to transform the instructional materials adoption process, reimagine the possibilities for students with highly aligned curriculum, and structure curriculum-based professional learning. Develop knowledge and resources to implement a rigorous, equitable materials review and selection process. Analyze your current system regarding possible obstacles or catalysts toward high-quality curriculum.

Seth Edwards, Lake County Schools, randolphm1@lake.k12.fl.us

Megan Randolph, Lake County Schools, randolphm1@lake.k12.fl.us

Areas of focus: Curriculum, Assessment, & Instruction, Learning Designs

Topics: Curriculum and Instructional Materials, Equitable Access and Outcomes, Innovations in Teaching and Learning

1222

Personalized Professional Learning Courtesy of a Global Pandemic

Learn how the fifth-largest public school district in Michigan shifted from a one-size-fits-all system of professional development to a more personalized professional learning model by leveraging lessons learned over the past two years. Discover ways they supported instructional staff to develop professional learning resources by providing the tools, support, and space to share with one another. Walk away with practical examples of how you might shift your building or district to a more collaborative, job-embedded, and customized professional learning system.

Beth Rayl, Plymouth-Canton Community Schools, bethany.rayl@pccsk12.com

Monica Merritt, Plymouth-Canton Community Schools, monica.merritt@pccsk12.com

Areas of focus: Professional Expertise, Learning Designs

Topics: Models of Professional Learning (including in-person, virtual and hybrid models), Open Educational Resources/Practices (OER/OEP), Personalized Learning (Educators and Students)

1223

Providing Equity in Identification of Gifted Students

Learn how leaders in the Memphis-Shelby County Public Schools in Tennessee implemented a universal screening process to identify a more diverse student talent pool for the gifted and talented program. Examine the project, the outcomes, and best practices based on research. Consider how to implement a universal screening protocol in your district.

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Lindsey Glass, Shelby County Schools, glasslj@scsk12.org

Delicia Roberts, Shelby County Schools, robertsdm@scsk12.org

Areas of focus: Equity Practices, Professional Expertise

Topics: Advocacy and Policy, Equitable Access and Outcomes, Other: Gifted and Talented

1224

Recruitment Reimagined: Developing Diverse Male Educators

Explore how Miami Dade County Public Schools elevates recruitment efforts to amplify and diversify the education profession through Project RED: Project Recruiting, Empowering and Developing Inclusive Male Teachers and Leaders to increase and build the men of color educator talent pool. Learn how this innovative initiative is a pipeline to building teacher and leadership capacity with men of color educators.

Dawn Baglos, Miami Dade County Public Schools, mgonzalez5@dadeschools.net

Milagros Gonzalez, Miami Dade County Public Schools, mgonzalez5@dadeschools.net

Treska Rodgers, Miami Dade County Public Schools, TRodgers@dadeschools.net

Kevrette Wells, Miami Dade County Public Schools, kwells1@dadeschools.net

Areas of focus: Equity Drivers, Equity Foundations

Topics: Equitable Access and Outcomes, Induction and Mentoring, Other: Diverse Teacher and Leadership Pipeline

1225

Reignite, Reimagine, Reinvigorate: One Division's Journey Redefining PLCs

Explore highlights of one division's journey in moving K-8 schools from weak or nonexistent professional learning community (PLC) cultures to collaborative inquiry and reimagined practices. Learn about division goals and nonnegotiables that foster the systematic development of both leader and teacher collective efficacy for student benefit. Collaborate with others to assess your current PLC culture and determine an action plan for reigniting your schools to higher levels of teacher and student success.

Amy Thompson, Hanover County Public Schools, acthompson@hcps.us

Jan Collins, Hanover County Public Schools, jcollins@hcps.us

Amy Jones, Hanover County Public Schools, atjones@hcps.us

Michael Mudd, Hanover County Public Schools, mmudd@hcps.us

Areas of focus: Culture Of Collaborative Inquiry, Leadership

Topics: Collaborative Inquiry, Professional Learning Communities, Other: Collective Efficacy

1226

Rethinking Induction: The New Normal for New Teachers

Explore how Hillsborough County Public Schools re-envisioned teacher induction in response to limited resources and the impact of COVID. Learn about the decisions we made and the lessons we learned in creating methods and tools for inducting and onboarding new and new-to-district teachers, providing innovative access to both in-person and virtual resources and support, and designing a program that provides general mentoring and high-quality professional learning.

Barbara Miraglia, Hillsborough County Public Schools, barbara.miraglia@hcps.net

Areas of focus: Professional Expertise, Learning Designs

Topics: Induction and Mentoring, Models of Professional Learning (including in-person, virtual and hybrid models), Teacher Pathways/Pipelines

1227

Rigor for All: Strategies to Stretch Student Thinking in Content Areas

Learn how educators can stretch student thinking, promote deep learning, and provide just the right amount of challenge for all learners. Examine evidence-based practices to support teachers in fostering inquiry, deep conceptual understanding, and disciplinary literacy. Deepen your approach to curriculum-based coaching and learn specific scaffolds for supporting students from diverse backgrounds to improve equitable access to rigorous learning experiences.

Emily Mofield, Lipscomb University, mofielde@gmail.com

Areas of focus: Curriculum, Assessment, & Instruction

Topics: Curriculum and Instructional Materials, Deep Learning, Literacy

1228

Schoolwide SEL: Driving Decisions With Inclusive Data Practices

Learn to create a sustainable approach to schoolwide social and emotional learning (SEL) with clear goals and an aligned plan to measure and reflect on impact. Hear from practitioners who collect and reflect on SEL data in partnership with students and families. Experience a simulated SEL team meeting, shape an SEL goal and aligned evaluation plan, and leave with tools to facilitate discussions about SEL data.

Claire Schu, CASEL, cschu@casel.org

Erin Bogan, Collaborative for Academic, Social, and Emotional Learning (CASEL), ebogan@casel.org

Areas of focus: Equity Practices, Evidence

Topics: Continuous improvement Cycles, Data-Driven Decision Making, Equitable Access and Outcomes

1229

Strengthening Adult Social and Emotional Learning (SEL) Through Professional Learning, PLCs, and Coaching

Learn how social and emotional learning (SEL) can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. Examine one district's steps to build capacity districtwide through implementation of a comprehensive and scaffolded professional learning plan to strengthen adult SEL. Follow the district's implementation of CASEL's focus area 2 (strengthen adult SEL competencies and capacity), which includes central office expertise, professional learning for all staff, adult SEL and cultural competence and alignment of initiatives, and staff trust, community, and efficacy.

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Kelly Warren, Pueblo District 60,
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Areas of focus: Learning Designs, Leadership

Topics: Culture and Climate, Professional Learning Communities, Social Emotional Learning/Health (SEL/SEH)

1230

Supporting Diversity, Equity, and Inclusion in White-Majority Settings

Explore how white-majority settings present unique challenges to professional learning on diversity, equity, and inclusion and how to mitigate limitations that exist in these settings. Determine how to use constructivist learning theory to support deeper understanding about race and racism. Examine how emotive and narrative experiences build racial literacy.

Susan Thibedeau, RSU 22,
sthibedeau@rsu22.us

Areas of focus: Equity Drivers, Learning Designs

Topics: Professional Learning Basics

“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

TL01 MONDAY
THOUGHT LEADER
JASON GRISSOM
10:45 AM-11:45 AM



How Principals Affect Students and Schools

Discuss with Jason Grissom, professor of public policy and education at Vanderbilt University, a major review from The Wallace Foundation of 20 years of research, which confirms that principals are even more important for student achievement than previously believed. Find out which skills and practices among principals are linked to positive outcomes for students and why diversifying the leadership pipeline is vital to achieving equity goals.

Evidence Equitable Access and Outcomes, Leadership Pathways & Pipelines, Other:

Jason Grissom,
Vanderbilt University,
jason.grissom@Vanderbilt.Edu

Areas of focus: Evidence, Leadership

Topics: Equitable Access and Outcomes, Leadership Pathways & Pipelines, Other:

MONDAY AFTERNOON

2-HOUR CONCURRENT SESSIONS

12:45 pm–2:45 pm

1401

The Administrator as Instructional Coach

Explore how being a coach can allow today's leader to combine evaluation, management, and being an instructional leader. Gain an understanding of higher levels of effectiveness and the principles of instructional coaching to support school improvement. Develop a foundational understanding of student-centered coaching and the critical role it plays in instructional leadership. Learn how to lead with a coach's hat and use data to drive instruction. Engage in self-assessment that can drive changes in leadership practice.

Thomas Conroy, Westwood Regional School District, Brookside Elementary, thomas.conroy@wwrsd.org

Areas of focus: Implementation, Leadership

Topics: Coaching, Data-Driven Decision Making, Instructional Leadership and Supervision

1402

All Means ALL: Auditing Curriculum for Diversity and Inclusion

Engage in a collaborative session to explore the process of a full curriculum audit to examine resources through the lens of diversity, equity, and inclusion as part of a robust continuous improvement cycle. Connect with global colleagues to synthesize new learning and refresh current practices. Walk away with a toolbox of look-fors and processes to examine your own curriculum resources.

Kimberly Moody, St. Louis Public Schools, kimberly.moody@slps.org

John Grapperhaus, St. Louis Public Schools, john.grapperhaus@slps.org

Judine Keplar, St. Louis Public Schools, judine.keplar@slps.org

Areas of focus: Curriculum, Assessment, & Instruction, Equity Foundations

Topics: Continuous improvement Cycles, Curriculum and Instructional Materials, Equitable Access and Outcomes

1403

Balancing Acceleration and Coherence: Cultivating a Culture of Improvement

Learn about research-based systems and structures to implement in a school or district to drive continuous improvement cycles through learning acceleration strategies. Explore how strategic implementation of learning acceleration leads to long-term impactful results. Curate a unique, tailored checklist for yourself that will guide assessing readiness and ability to address and successfully implement learning acceleration strategies in your home school or district.

Rachel Simic, Insight Education Group, simic@insighteducationgroup.com

Hermelinda Ayala-Rios, Rio Grande City, Grulla Independent School District, hayala001@rgccisd.org

Stephanie Camarillo, Lockhart Independent School District, stephaine.camarillo@lockhart.txed.net

Bethany Leymone,

Insight Education Group, lemoyne@insighteducationgroup.com

Areas of focus: Curriculum, Assessment, & Instruction, Implementation

Topics: Change Management, Continuous improvement Cycles, Data-Driven Decision Making

1404

The Battle for Dopamine: Winning Our Students' Attention Back

Deep dive into practical strategies that stimulate dopamine release and win back students. Explore the research and brain science behind distracted students. Investigate different strategies you can use in numerous learning settings to increase engagement. Plan action steps to implement these strategies.

Joe O'Brien, Vernon Hills High School, joseph.obrien@d128.org

Amanda Carroll, Vernon Hills High School, amanda.carroll@d128.org

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Rebeca Garcia, Vernon Hills High School, rebeca.garcia@d128.org

Ellen Macias, Vernon Hills High School, ellen.macias@d128.org

Brandon Watters, Vernon Hills High School, brandon.watters@d128.org

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Culture and Climate, Secondary Education, Student Engagement

MONDAY
AFTERNOON

**2-HOUR
CONCURRENT
SESSIONS**

12:45 pm–2:45 pm

1405

Beyond Breathing & Bubble Baths: Coaching for Educator Resilience

Examine current barriers to educator wellness and resilience. Explore ways to alleviate educator stress and guide teachers off the path to burnout. Discover the tools you need to help teachers on their own wellness journey, providing strategies and resources to cultivate resilience in our schools. Collaborate with your peers to develop a resilience coaching plan.

Arden McLean, Northside ISD,
arden.mclean@nisd.net

Katie Bazzani, Northside ISD,
katie.bazzani@nisd.net

Areas of focus: Professional Expertise, Implementation

Topics: Coaching, Educators in Crisis, Social Emotional Learning/Health (SEL/SEH)

1406

Building a Culture of Coaching: Success Through Partnership

Learn how district and school-based administrators partner to implement a successful student-centered instructional coaching program. Understand how using varied lenses provides support to instructional coaches. Develop a plan of action to bolster a culture that thrives on coaching.

Becky Mathison, West Northfield District 31,
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Courtney Goodman, Park Ridge District 64, Field Elementary School,
cgoodman@d64.org

Areas of focus: Implementation, Leadership

Topics: Coaching, Personalized Learning (Educators and Students)

1407

Building Equitable Practices Through Disciplinary Literacy

Imagine students reading, writing, and speaking in all contents with deep understanding in discipline-specific ways. Learn how to meld literacy and content to help students become apprentices in all disciplines while impacting and increasing student engagement. Partake in high expectations and structured routines that support students in taking charge of their own learning. Leave with equitable, research-based instructional practices, connections with colleagues, and an action plan to grow your disciplinary literacy communities.

Jill Kalb, Jeffco Public Schools,
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Anntonette Bower, Jeffco Public Schools,
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Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Instructional Approaches, Other: Disciplinary Literacy, Teacher Efficacy

1408

Creating Consistency in Coaching Practices

Learn how a collective, unified approach to instructional coaching leads to high levels of teaching and learning. Explore how Virginia Beach Schools developed a comprehensive instructional coaching model to build teacher capacity for high-impact instructional practice. Practice coaching conversations using tools that build a common language and leave with a sample coaching model that focuses on research-based competencies instructional coaches may use to yield teacher growth and student achievement.

Nicole DeVries, Virginia Beach City Public Schools,
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Lorena Kelly, Virginia Beach City Public Schools,
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Angela Seiders, Virginia Beach City Public Schools,
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Sharon Shewbridge, Virginia Beach City Public Schools,
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Laura Silverman, Virginia Beach City Public Schools,
Laura.Silverman@vbschools.com

Areas of focus: Implementation, Leadership

Topics: Coaching, Continuous improvement Cycles, Implementation

MONDAY AFTERNOON 2-HOUR CONCURRENT SESSIONS 12:45 PM–2:45 PM

1409

Designing Professional Learning for Equitable Instruction

Develop an actionable understanding of how to design professional learning to foster equitable instruction and drive continuous improvement in learning. View professional learning and system design through three lenses: a review of the common components of the world's highest-performing education systems; a real-world discussion with a district actively implementing professional learning lessons gleaned from this research; and a self-analysis of a district as it relates to these principles.

Betty Wilson-McSwain, McComb School District, wilsonb@mccomb.k12.ms.us

Ann Borthwick, National Center for Education and the Economy, aborthwick@ncee.org

Jason Dougal, National Center for Education and the Economy, jdougal@ncee.org

Cederick Ellis, McComb School District, ellisc@mccomb.k12.ms.us

Eric Jones, The National Center on Education and the Economy, ejones@ncee.org

Susan Rucker, National Center for Education and the Economy, srucker@ncee.org

Lakya Washington, McComb School District, Summit Elementary School, washingtonl@mccomb.k12.ms.us

Areas of focus: Evidence, Leadership

Topics: Equitable Access and Outcomes, Teacher (or Educator) Retention and Recruitment, Teacher Pathways/Pipelines

1410

Digitally Enhanced Professional Learning

Learn about the latest & greatest digital tools that can be used to enhance participants' Professional Learning experience. We will share tools to use for engagement during presentations, organization of PD sessions, conferences, newsletters, curating of professional learning resources for educators, and more! Engage in and discuss how these tools can positively impact professional learning opportunities. Apply new digital tool knowledge to an upcoming professional learning you are planning for your own setting.

Leslie Ceballos,

Richardson ISD, Brentfield Elementary, leslie.hirsh@gmail.com

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

Areas of focus: Learning Designs, Resources

Topics: Technology for Professional Learning, Technology to Enhance Student Learning, Virtual Professional Learning

1411

District Leadership Strategies for Improving Teacher Diversity

Explore why teachers of color leave schools based on evidence collected by a team of researchers and teacher leaders. Consider school- and district-focused solutions for better supporting and retaining teachers of color, and learn how a cohort of district teams are taking a learning sciences approach to addressing teacher diversity. Engage in small-group discussions with other participants on what their schools and districts are doing and could be doing to better support teachers of color. Develop action plans for better recruiting, supporting, growing, and retaining teachers of color.

Mark Teoh, Teach Plus, mteoh@teachplus.org

Almi Abeyta, Chelsea Public Schools, aabeyta@chelseama.gov

Areas of focus: Equity Foundations, Leadership

Topics: Culture and Climate, Distributed/ Shared Leadership, Teacher (or Educator) Retention and Recruitment

1412

Equity-Driven SEL Competencies for Student Self-Efficacy & Identity Safety

Learn about the equity-driven social-emotional learning competencies of the My Brother's Keeper Scholars Program in central Texas. Review the student self-report and observation tool to understand how each can provide information to students, staff, and teachers to nurture student growth. Explore identity, thinking, and action themes to begin a personal understanding of the competencies and what use might look, sound, and feel like in your local context.

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

Kori Crawford, Austin Independent School District, Crockett Early College High School, kori.crawford@austinisd.org

Ramona Trevino, Estrella Life Designs, ramonastrevino@gmail.com

Areas of focus: Equity Practices, Equity Drivers

Topics: Culturally Responsive Pedagogy, Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Social Emotional Learning/Health (SEL/SEH)

MONDAY AFTERNOON

2-HOUR CONCURRENT SESSIONS

12:45 pm–2:45 pm

1413

Getting Better Together: Student Voice-Powered Inquiry Cycles

Explore how collaborative teacher teams, when leading student-focused inquiry cycles, have the potential to reimagine and improve student experience. Engage with the story of teacher leaders who integrate student voice as they guide grade-level teams to determine an instructional problem to solve and how to solve it, then analyze its impact. Analyze your own inquiry-based teamwork in light of artifacts from the field, student interview protocols, and a research-based inquiry tool.

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Jonathan Aldanese, University of Washington Center for Educational Leadership, jrca@uw.edu

Cassandra Baptiste, Oak Park Schol District, Cassandra.Baptiste@opsk12.org

Shana Holden-Murphy, Oak Park School District, Key Elementary, shana.murphy@opsk12.org

Megan Mitchell, Oak Park School District, Oak Park Preparatory Academy, megan.mitchell@opsk12.org

Areas of focus: Culture Of Collaborative Inquiry, Equity Practices

Topics: Collaborative Inquiry, Student or Teacher Voice, Teacher Leadership

1414

High-Quality Instructional Materials: Light the Way

Evaluate what research says about the importance of using high-quality instructional resources and understand where teacher choice exists in teaching and learning. Understand the impact of using high-quality instructional resources on student achievement and equity. Prepare a plan to be able to implement and lead a high-quality materials focus in your own district or campus.

Gina Looney, Franklin Special School District, looneygin@fssd.org

Summer Carlton, Franklin Special School District, carltonsum@fssd.org

Areas of focus: Curriculum, Assessment, & Instruction, Leadership

Topics: Curriculum and Instructional Materials, Educator Effectiveness, Equitable Access and Outcomes

1415

How the Science of Learning Meets Professional Learning

Learn how the body of research called the science of learning impacts how we design and facilitate professional learning. Engage with the latest research on how adults learn and what we know from professional learning to consider attributes and mechanisms for deeply engaging educators in making instructional shifts. Consider your own context and leave with a research-based outline for enacting the science of learning with your team.

Marisa Ramirez Stukey, Center for the Collaborative Classroom, mstukey@icloud.com

Isabel Sawyer, Center for the Collaborative Classroom, isawyer@collaborativeclassroom.org

Areas of focus: Professional Expertise, Learning Designs

Topics: Culture and Climate, Facilitation, Implementation



1416

Inspiration to Implementation: One District's Journey

Explore how building administrators and instructional coaches can build teacher capacity and raise student achievement through a comprehensive, collaborative approach to professional learning. Examine a district's grassroots efforts to positively impact professional learning by starting with building-level leadership and instructional coaches at the elementary level. Learn about the Learning Forward Academy and how it has changed the way this Midwest district approaches professional learning for all at the elementary level.

Jayne Zielenski, Sioux Falls School District, Laura Wilder Elementary, jayne.zielenski@k12.sd.us

Stephanie Muchow, Sioux Falls School District, Harvey Dunn Elementary, stephanie.muchow@k12.sd.us

Areas of focus: Implementation, Leadership

Topics: Change Management, Implementation, Partnerships

MONDAY AFTERNOON 2-HOUR CONCURRENT SESSIONS 12:45 PM–2:45 PM

1417

Interdisciplinary Instructional Coaches: An Urban District's Journey Toward Norming Best Practices

Learn how complex, urban districts with multiple departments and instructional coaches come together to norm around research-based coaching practices that lead to improved teacher pedagogy and student achievement. Explore how Metro Nashville Public Schools, serving 82,000+ students and 159 schools, tackled differences in coaching practices by co-constructing a coaching handbook, professional learning, and data collection systems. Leave with practical ideas for how to refocus efforts on productive coaching activities and bringing together different stakeholders.

Courtney Wilkes, Metro Nashville Public Schools, courtney.wilkes@mnps.org

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Coaching, Continuous improvement Cycles, Professional Learning Communities

1418

Leading Early Learning and the Early Grades (Pre-K-3rd Grade)

Explore strategies for principal leadership in pre-K to 3rd grade. Gain an understanding of developmentally appropriate practice and identify ways to enhance instructional leadership capacity to align pre-K programs or early childhood education with K-3 learning.

Gracie Branch, National Association of Elementary School Principals, gbranch@naesp.org

Kaylen Tucker, National Association of Elementary School Principals, ktucker@naesp.org

Areas of focus: Professional Expertise, Leadership

Topics: Early Childhood, Leadership Development, Professional Learning Communities

1419

Leading for Impact Through Learning Forward Academy

Learn how one district's engagement in the Learning Forward Academy helped transform leadership development in ways that lead to more equitable student outcomes. Explore the key capacities needed for teacher leaders and leaders of professional learning communities (PLCs) and strategies that support their development. Leave with tools that foster intentional professional learning and apply them to your context.

April Chauvette, Leander Independent School District, Instruction & Professional Learning, april.chauvette@leanderisd.org

Dillon Chevalier, Austin ISD, dillon.chevalier@leanderisd.org

Lacey Delgado, Leander ISD, lacey.delgado@leanderisd.org

Jan Masterson, Leander ISD, jan.masterson@leanderisd.org

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Professional Learning Communities, Teacher Leadership

1420

Multiplying Opportunities: Reimagining High-Dosage Mathematics Tutoring

Learn how districts can overcome the challenge of providing just-in-time support for students who have fallen behind mathematically. Experience how Lenoir City Schools is capturing additional opportunities during the school day to provide support by highly effective teachers, well-trained tutors, and the use of high-quality materials. Leave with a sample of a clearly defined program structure, including a protocol for the selection of students, tutors, and materials.

Cherie Long, Lenoir City Schools, clong@lenoircityschools.net

Sarah Jackson, Lenoir City Schools, Lenoir City Intermediate/Middle School, sejackson@lenoircityschools.net

Chris Carter, The New Teacher Project, christopher.carter@tntp.org

Ashlea Graves, Lenoir City Schools, Lenoir City Elementary School, atgraves@lenoircityschools.net

Shawn Walker, Lenoir City Schools, Lenoir City Schools District Office, smwalker@lenoircityschools.net

Areas of focus: Equity Practices, Professional Expertise

Topics: Data-Driven Decision Making, Innovations in Teaching and Learning, Mathematics

1421

Professional Development Reimagined Through an Assessment Lens

Learn how one district provides teachers with embedded professional learning and equitable practice during the teacher workday. Explore how Washoe County School District's implementation of district common assessments impacts classroom, school, and district learning communities. Discover the learning committee's use of common assessments to study instructional practice, evaluate program efficacy, deepen understanding of content standards, gain exposure to assessment literacy, and, above all, identify professional learning needs.

Sandra Aird, Washoe County School District, Department of Assessment, saird@washoeschools.net

Rebecca Curtright, Washoe County School District, Department of Assessment, rcurtright@washoeschools.net

Laurie Polzin, Washoe County School District, Department of Assessment, lpolzin@washoeschools.net

Ann Warren, Washoe County School District, Department of Assessment, avarren@washoeschools.net

Areas of focus: Curriculum, Assessment, & Instruction, Culture Of Collaborative Inquiry

Topics: Assessment, Equitable Access and Outcomes, Professional Learning Communities

MONDAY
AFTERNOON

**2-HOUR
CONCURRENT
SESSIONS**

12:45 pm–2:45 pm

1422

Reimagining Large-Scale Professional Learning to Empower All Educators

Learn how to design a system of professional learning that supports an entire district or state. Examine ways to identify and frame state or district needs and leverage a theory of change to arrive at a strong program design. Explore implementation science and design principles of program evaluation to successfully implement and determine the effectiveness of programs at a large scale.

Athena Hill, NWEA,
athena.hill87@gmail.com

Kelly Manning, Alaska Department of Education and Early Development,
kelly.manning@alaska.gov

Areas of focus: Learning Designs, Implementation

Topics: Comprehensive System Improvement/Reform, Implementation, Learning Networks

1423

Reimagining Resistance: Presenting

Surface the nonverbal and verbal patterns you might consider using to open a meeting or professional learning when you know resistance is in the way. Explore a series of moves intended to surface the emotions, the values driving the emotions, and then decrease their intensity so that oxygen returns to participants' brains and they can think and be present.

Kendall Zoller, Sierra Training Associates,
kvzoller@sierra-training.com

Areas of focus: Learning Designs, Implementation

Topics: Facilitation, Leadership Development, Professional Learning Communities

1424

Shifting Participation and Power Through Student Voice

Learn how leaders and educators shift power and participation to students through maximizing their voices in their classrooms, schools, and broader communities. Understand how to center student voices in service of creating learning environments that are inclusive of and responsive to students' needs. Leave equipped to take action steps to strengthen student voices in their learning, about their learning, and for change.

Colleen Kelly, Achievement Network,
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Erin Gilbert, Achievement Network,
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Vanna O'Conner, Achievement Network,
voconner@achievementnetwork.org

Michele Waddel, Everett Public Schools, Evergreen Middle School,
MWaddel@everettsd.org

Areas of focus: Equity Practices, Professional Expertise

Topics: Social Emotional Learning/Health (SEL/SEH), Trauma-Informed Practice, Other: Learning & Thinking Differences

1425

Show, Don't Tell: Professional Learning That Shifts Practice

Learn about the transformative professional learning practices taking place in Lexington School District One, which is taking a "show, don't tell" approach and leveraging model classrooms, lab sites, learning walks, and professional learning clinics. Leave with ideas of how to revitalize professional learning in your district so the professional learning results in shifts in instructional practice.

Erica Bissell, Lexington One,
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Hilary Morgan, Lexington One,
hmorgan@lexington1.net

Areas of focus: Learning Designs, Leadership

Topics: Comprehensive System Improvement/Reform, Educator Effectiveness, Models of Professional Learning (including in-person, virtual and hybrid models)

MONDAY AFTERNOON 2-HOUR CONCURRENT SESSIONS 12:45 PM–2:45 PM

1426

Solving Teacher Diversity and Teacher Shortage With Apprenticeships

Learn how one district has created multiple pathways into the teaching profession through an apprenticeship model. Explore how to develop district, post-secondary, national labor board, and educational consultation partnerships that enhance developing teachers' competency inside the classroom while supporting their success in completing college and university competencies leading to teacher certification. Discover how to build an innovative, research-based model addressing problems of practice around teacher diversity, retention, and educator preparation.

Sean Impeartrice, Clarksville-Montgomery County School System, Central Services South, sean.imeartrice@cmcss.net

Kathleen Akers, Nashville State Community College, kathleen.akers@nscc.edu

Prentice Chandler, Austin Peay State University, chandlerp@apsu.edu

Vanessa Garcia, Lipscomb University, vanessa.garcia@lipscomb.edu

Marla Rye, Workforce Essentials, mrye@workforceessentials.com

Areas of focus: Leadership, Equity Practices

Topics: Equitable Access and Outcomes, Teacher Pathways/Pipelines

1427

Tool Time: Implementing Standards for Professional Learning

Dive into the resources that support implementation of Standards for Professional Learning. Learn how to translate the standards -- which describe the content, processes, and conditions for professional learning that lead to high-quality leading, teaching, and learning -- into the daily work of educators in various roles and with varying responsibilities, from state education leaders to classroom teachers.

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

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

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

Areas of focus: Professional Expertise, Implementation

Topics: Change Management, Educator Effectiveness, Instructional Leadership and Supervision

1428

Transform Classroom Practice Through an Improvement Network

Explore the user-centered design component of Dr. Bryk's improvement science. Experience open-source tools to analyze curriculum for vertical and horizontal standards coherence and alignment. Identify effective formative data measurement. Apply improvement science concepts and resources to your own problem of practice. Leave with practical open education resources tools that integrate professional learning, curriculum, and assessment.

Chad Vignola, Literacy Design Collaborative, chad@ldc.org

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Continuous improvement Cycles, Learning Networks, Models of Professional Learning (including in-person, virtual and hybrid models)

1429

Transforming Schools for Learning: Creating the Culture

Create a culture that can transform your school. Learn about and analyze key elements of schools that honor the worth of each person and experience high levels of student learning and success. Explore strategies that have made school transformation possible at the deepest levels through the development of school leaders and professional learning. Develop an action plan to address both culture and promising initiatives.

Blake West, National Education Association, bwest@nea.org

Areas of focus: Professional Expertise, Leadership

Topics: Change Management, Culture and Climate, School Improvement/Reform

1430

Walking the Talk: A District Equity Policy Oversight Committee

Learn how Hayward Unified School District and WestEd co-designed and facilitated the work of an equity oversight committee tasked with providing feedback and policy recommendations to the school board. Explore the core processes and tools that guided the work as well as the core tools and strategies used to build the capacity of the equity oversight committee. Experience activities and gain insights to set the stage for leading equity-centered work.

Erin Browder, WestEd, erinaverybrowder@gmail.com

Candace Cofield, Hayward Unified School District, ccofield@husd.k12.ca.us

Lisa Davies, Hayward Unified School District, ldavies@husd.k12.ca.us

David Lopez, WestEd, dlopez2@wested.org

Areas of focus: Equity Foundations, Leadership

Topics: Advocacy and Policy, Equitable Access and Outcomes, Racial Equity

TL02 MONDAY
THOUGHT LEADER
NATHANIEL SCHWARTZ
1 PM-2 PM



Busting Myths About Teacher Professional Learning

Engage in a myth-busting conversation with Nathaniel Schwartz, professor of practice at Annenberg Institute for School Reform, about what the field does and doesn't know about teacher professional learning, with insights from *A Learning Agenda for Improving Teacher Professional Learning at Scale* from the Research Partnership for Professional Learning. Participate in role-alike small-group discussions and plan how to bring this knowledge into your work and incorporate it into your professional learning system.

Nathaniel Schwartz,
Annenberg Institute for School Reform, Brown University,
nathaniel_schwartz@brown.edu

Areas of focus: Evidence, Learning Designs

Topics: Models of Professional Learning (including in-person, virtual and hybrid models), Professional Learning Basics, Other: Research on professional learning practices

MONDAY AFTERNOON

ROUND TABLES

3 pm–4 pm

RT01

Coherence and the Next Generation Science Standards

Explore how teachers can create coherent, phenomenon-based inquiry. Learn how the Institute for Quality Science Teaching at the Museum of Science and Industry develops and facilitates teacher professional learning that models the coherent teaching of science content based on the Next Generation Science Standards. Examine the structures the museum uses to support teachers' understanding of coherence, as well as observations from teachers who experienced the courses. Identify opportunities to apply this model in your own context.

Lauren Slanker, Museum of Science and Industry, lauren.slanker@msichicago.org

Kyle Kauffman, Museum of Science and Industry, kyle.kauffman@msichicago.org

Karin Klein, Museum of Science and Industry, karin.klein@msichicago.org

Patty Messersmith, Museum of Science and Industry, patricia.messersmith@msichicago.org

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Curriculum and Instructional Materials, Instructional Approaches, Science

RT02

Enacting Change: PLC's, Partnerships, and the Pandemic

Learn about a model for school-university partnerships that can lead to school improvement and change. Hear how a K-8 district reached out to the local university to partner on an ambitious project to transform learning for students and teachers through professional learning communities (PLCs) and coaching. Apply the strategies as you develop a plan for your own school or district.

Timothy Dohrer, Northwestern University, tdohrer@northwestern.edu

Kaine Osburn, Avoca School District 37, osburnk@avoca37.org

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Coaching, Partnerships, Professional Learning Communities

RT03

Is the Randomized Control Trial All There Is?

Confront and challenge the assumption that the randomized control trial is the gold standard in large-scale quantitative studies by examining the strengths and limitations of these methods. Come away with a framework for evaluating what forms of evidence are right for your own work. Evidence Data-Driven Decision Making, Evaluation and Impact, School Improvement/Reform

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

Areas of focus: Professional Expertise, Evidence

Topics: Data-Driven Decision Making, Evaluation and Impact, School Improvement/Reform

ROUND TABLE DISCUSSIONS — Roundtables are 45-minute presentations and 10-15-minute discussions. They are excellent venues for giving and receiving feedback, engaging in discussions, and meeting colleagues with similar interests.

MONDAY AFTERNOON ROUND TABLES 3 PM–4 PM

RT04

Leading Equity Work in Conservative Communities

Examine how equity work faces resistance in politically conservative communities. Consider your local experience as you strategize with colleagues about how to increase the positive impact of equitable learning environments in the context of the political climate. Identify ways to navigate difficult conversations and actions to plan for and respond to pushback.

Jamie Almanzan, The Equity Collaborative, jalmanzan@theequitycollaborative.com

Graig Meyer, The Equity Collaborative, gmeyer@theequitycollaborative.com

Areas of focus: Equity Foundations, Implementation

Topics: Change Management, Collaborative Inquiry, Culture and Climate

RT05

Leading With Justice for All: Are You Prepared?

Learn about your implicit bias as we discuss how to assist your school in providing equity and social justice for LGBTQ students. Examine the research behind the important five areas that create a welcoming climate, and use rubrics to help you determine your school's scores for ensuring a safe climate for LGBTQ students.

Jody Wood, Saint Louis University, School of Education, jo.wood@slu.edu

Todd Pettit, Quincy Public Schools, District Office, pettitto@qps.org

Amanda Wood, Wentzville R-IV School District, Liberty High School, hollywoodteach@gmail.com

Areas of focus: Equity Practices, Equity Drivers

Topics: Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Unconscious/Implicit Bias Urban Issues and Settings

RT06

Past, Present, and Future: Reimagining Regional Support

Engage with three regional professional learning providers in Alabama to discuss lessons learned from past and present practices and how regional support can be reimagined for the future. Explore the role data collection plays in the development of professional learning that meets teachers' needs. Identify ways to assess the impact of high-quality professional learning in a regional support network.

Holly Morgan, The University of Alabama, hgmorgan@ua.edu

Stephanie Hulon, University of South Alabama, sihulon@southalabama.edu

Patty Maze, Athens State University, patricia.maze@athens.edu

Areas of focus: Evidence, Culture Of Collaborative Inquiry

Topics: Data-Driven Decision Making, Learning Networks, School Improvement/Reform

RT07

Preparing Educators to Use High-Quality Instructional Materials

Explore professional learning funded by the state of Tennessee to help educators understand high-quality instructional materials, attend to standards and goals, foster effortful thinking, and support all learners in the elementary math classroom. Reflect on the impact that high-quality instructional materials have in providing equitable learning outcomes for elementary mathematics students. Engage in activities designed to identify and implement high-quality instructional materials.

Emily Medlock, Lipscomb University, emily.medlock@lipscomb.edu

Jennifer Meadows, Tennessee Tech University, jrmeadows@tntech.edu

Areas of focus: Equity Practices, Curriculum, Assessment, & Instruction

Topics: Curriculum and Instructional Materials, Equitable Access and Outcomes, Mathematics

RT08

Professional Learning Matters: Sustaining Organizational Resilience in Turbulent Times

Explore ways that each individual within a learning organization can build individual and organizational resilience in the wake of trauma. Identify ideas, insights, and experiences that have ensured that members of our school communities feel safe, calm, empowered, connected, and instilled with hope. Share your expertise and leave with tools and tactics to try at home.

Jill Gildea, Park City School District, jgildea@pcschoools.us

Areas of focus: Professional Expertise, Implementation

Topics: Change Management, Educators in Crisis, Leadership Pathways & Pipelines

RT09

Professional Learning Pathways: A Personalized Approach

Learn how to develop effective professional learning that gives teachers time to enhance their roles and responsibilities without making them feel their to-do list is growing. Explore ways to give flexibility, encourage curiosity, and offer meaningful learning through choice boards, coaching menus, and goal setting. Leave with resources you can implement immediately.

Kaitlyn Black, Georgia Independent School, Fulton Science Academy Private School, kblack@fultonscienceacademy.org

Areas of focus: Learning Designs, Professional Expertise

Topics: Coaching, Professional Learning Basics, Professional Learning Communities

MONDAY
AFTERNOON

**ROUND
TABLES**

3 pm–4 pm

RT10

Reimagining Family Engagement and Student Success

Learn how one district improved student learning by creating the essential conditions for effective family engagement, using online tools to develop a needs assessment and monitor progress. Examine how district and school family engagement teams implemented processes, strategies, and aligned practices that promote improved focus on learning, communication, relationships, and advocacy. Analyze your own school or district using a self-assessment tool.

Cherry Boyles, National Center for Families Learning,
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Cindy Baumert, National Center for Families Learning (NCFL),
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Lena Bramblett, Washington County Schools, Washington County Elementary School,
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Holly Elmore, Washington County School District, Washington County Elementary School,
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Alicia Kelly, Washington County Schools, North Washington Elementary School,
alicia.kelly@washington.kyschools.us

Amanda Sagrecy, Washington County Schools, Washington County High School,
amanda.sagrecy@washington.kyschools.us

Areas of focus: Equity Practices, Evidence
Topics: Community/Family Engagement, Comprehensive System Improvement/Reform, Culture and Climate

ROUND TABLE DISCUSSIONS — 1 HR (45 MINUTE FACILITATED DISCUSSION)

RT11

Revolutionizing Educator Professional Learning

Explore professional learning designed to take a human-centered approach that blends the science and art of teaching to advance equity and accelerate educator effectiveness. Identify the components that make up a strong professional learning program and apply them to your own context.

David Abel, New Teacher Center,
dabel@newteachercenter.org

Areas of focus: Professional Expertise, Learning Designs

Topics: Continuous improvement Cycles, Personalized Learning (Educators and Students), Teacher Leadership

RT12

Statewide Virtual Professional Collaboratives - Distance Presents New Opportunities!

How might leaders, staff and stakeholders work together to drive implementation efforts through a statewide Virtual Professional Collaborative? Utilizing the foundations of communication, collaboration, data-driven decision making and leadership – this collaborative is addressing the unique challenges of virtual schools through coaching, professional development and data collection. Attend to gain awareness and experience how the Kansas Learning Network partnered with virtual schools and state department leaders across Kansas developing a collaborative.

Mary Myers, Kansas Learning Network,
mary.myers@swplains.org

Jessica Mossman, Kansas Learning Network,
jessica.mossman@swplains.org

Areas of focus: Evidence, Culture Of Collaborative Inquiry

Topics: Comprehensive System Improvement/Reform, Implementation, Virtual Professional Learning

RT13

Strengthen Systems of Professional Learning at the District Level: A Tale of Two Districts

Engage with leaders of two neighboring districts as they share ways they leveraged opportunities for building a culture of professional learning through the challenges of COVID. Learn how these two districts used this disrupted environment to strengthen a districtwide culture of ongoing learning and continual improvement in key areas. Interact with fellow conference participants to share effective strategies for moving important work in times of crisis.

Mary Ford, Katonah-Lewisboro Schools,
mford@klschools.org

Amy Fishkin, Bedford Central School District,
afishkin4396@bcasdny.org

Areas of focus: Culture Of Collaborative Inquiry, Leadership

Topics: Culture and Climate, Leadership Development

RT14

TIC TAC GO!

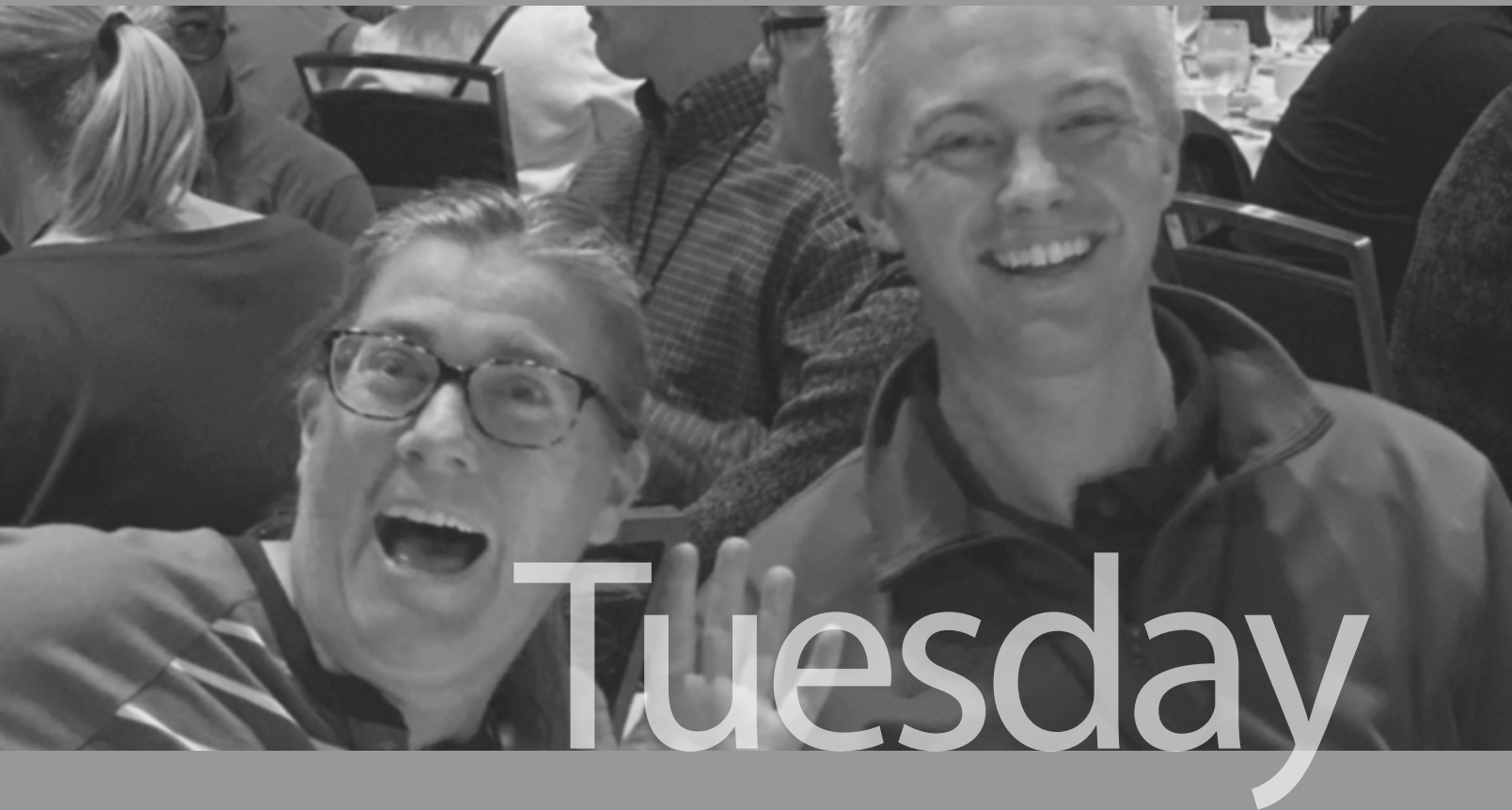
Explore the TIC TAC (Technology Integration Cycle: Transforming Academic Curriculum) model of personalized professional learning that includes a five-phase cycle to engage teachers in goal setting, lesson planning, and reflection activities. Learn how to select the best technology tool to create meaningful and engaging learning opportunities for students. Bring your device and join us for this interactive session as we share our resources and experiences with this model.

Kieran Vora, Quaker Valley School District, Quaker Valley Middle School,
vorak@qvsd.org

Karyn Dobda, Quaker Valley School District, Quaker Valley High School,
dobdak@qvsd.org

Areas of focus: Professional Expertise, Learning Designs

Topics: Coaching, Models of Professional Learning (including in-person, virtual and hybrid models), Technology for Professional Learning



Tuesday

MORNING

Registration Opens | 7:00

Morning Coffee | 7:30 – 8:00

Welcome & Keynote: | 8:15 – 9:15
Tracey Tokuhama-Espinosa

Keynote Q&A | 9:30 – 10:30

Concurrent Sessions | 9:30 – 11:30

Thought Leader | 10:45 – 11:45
Elizabeth Foster & Rachel Garrett

Lunch | 11:45 – 12:30

AFTERNOON

Concurrent Sessions | 12:45 – 2:45

Thought Leader | 1:00 – 2:00
Karen Pittman

Sponsor Sessions | 3:00 – 4:00

Round Tables | 3:00 – 4:00

Registration Closes | 4:15

TUESDAY

**KEYNOTE SPEAKER
TRACEY TOKUHAMA-
ESPINOSA**

8:15 AM-9:15 AM



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

Tracey Tokuhama-Espinosa,
Harvard University Extension
School; Nature Partner
Journal Science of Learning,
traceytokuhamaespinosa@gmail.com

Areas of focus: Professional
Expertise, Learning Designs

Topics: Innovations in Teaching
and Learning, Instructional
Approaches, Models of
Professional Learning (including
in-person, virtual and hybrid
models)

TUESDAY

**KEYNOTE Q&A
TRACEY TOKUHAMA-
ESPINOSA**

9:30 AM-10:30 AM

Keynote speaker Tracey Tokuhama-Espinosa will answer your questions in this special session after the keynote address on Tuesday.

**TUESDAY
ALL-DAY**

**4-HOUR
CONCURRENT
SESSIONS**

**9:30 am–11:30 am
& continues**

**12:45 pm–2:45 pm
(Morning/Afternoon)**

2101

**Data Rules for Instructional
Coaches and Other Educators**

Explore guidelines for using data as a clear measure for goal setting or as a method for measuring progress. Learn how to partner with teachers to set powerful, emotionally compelling, clear goals that will have an unmistakably positive impact on student engagement or achievement. Identify ways to foster teacher agency by partnering with teachers to document and communicate meaningful progress.

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

Areas of focus: Evidence, Culture Of
Collaborative Inquiry

Topics: Coaching, Data-Driven Decision
Making, Evaluation and Impact

2102

The Feedback Process

Examine the attributes of effective feedback as well as the various types, purposes, and sources of feedback. Gain a deeper understanding of the feedback process and how to apply it to promote increased educator effectiveness. Learn how to create a culture in which educators routinely engage in the feedback process. Participants will receive a copy of *The Feedback Process: Transforming Feedback for Professional Learning* (Learning Forward, 2019, 2nd ed.) by Joellen Killion.

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

Areas of focus: Implementation, Culture
Of Collaborative Inquiry

Topics: Coaching, Feedback and
Observations

2103

**One District, One Vision, Success
for ALL!**

Learn how aligning a district vision of instruction and success for all students begins at the top and permeates throughout the district. Engage with the research, process, and professional learning used to move one district toward excellence for all schools and students with a common vision of instruction. Collaborate with your fellow participants to develop a path toward a singular united focus centered around districtwide collective efficacy.

Amy Cockcroft, Lake County Schools,
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Emily Feltner, Lake County Schools,
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Stephanie Mayuski, Lake County Schools,
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Areas of focus: Culture Of Collaborative
Inquiry, Leadership

Topics: Continuous improvement
Cycles, Data-Driven Decision
Making, Professional Learning
Communities

2104

Strategic Action: Are Your Stakeholders Goal-Setters or Goal-Getters?

Learn how collaborative and reflective structures impact the outcome of any districtwide initiative. Build your knowledge around the journey of one district and access processes and tools that allow innovative change management to happen effectively. Explore inclusive environments and discover ways to build stronger communities and create learning cycles that impact the implementation of a strategic plan.

Melissa Stewart, Indian Hill Exempted Village School District
melissa.stewart@ihsd.us

Whitney Buell, Indian Hill Exempted Village School District, Indian Hill Elementary School, Whitney.Buell@ihsd.us

Heather Higdon, Indian Hill Exempted Village School District,
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Kirk Koennecke, Indian Hill Exempted, Village School District,
Kirk.Koennecke@ihsd.us

Mark Richardson, Indian Hill Exempted Village School District,
Mark.Richardson@ihsd.us

Areas of focus: Culture Of Collaborative Inquiry, Leadership

Topics: Change Management, Community/Family Engagement, Distributed/Shared Leadership

2105

System Within a System: Instructional Leadership & Coaching Model

Accelerate learning in your district by creating systems for connected professional learning communities with a focus on instructional coaching and district leadership. Learn how Santa Fe ISD used a systems approach using long-range vision, instructional coaching model, and learner model that developed common language, and instruments for impacting the system resulting in dynamic growth in teachers and students. Leave with a plan for implementing a system for growth.

Donna Brown, Santa Fe ISD,
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Chrissy Healy, Santa Fe ISD,
Christine.Healy@sfsd.org

Desiree Johanson, Santa Fe ISD,
William F. Barnett Elementary School,
desiree.johanson@sfsd.org

Kay Psencik, Learning Forward,
psencikmk@outlook.com

Amanda Wagner, Santa Fe ISD, Santa Fe High School, amanda.wagner@sfsd.org

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Coaching, Continuous improvement Cycles, Professional Learning Communities

2106

Yes, I Can! Leveraging Human-Centered Design to Problem-Solve

Rebuild, reinvest, and reimagine coaching and leading. Learn about the human-centered design model in conjunction with structural tension to strengthen your repertoire of strategies as leaders. Create a plan of action and receive feedback to actively work through current and relevant constraints in your work. Use the principles of structural tension and human-centered design, along with the expertise of your fellow participants, to connect, inspire, create, and learn from one another through empathetic interviews, peer review, and other interactive networking opportunities.

Liz Fitzgerald, Aurora Public Schools, Northwest Learning Community-Elementary Schools,
elfitzgerald@aurorak12.org

Nicole Burrell, Cherry Creek School District, Cimarron Elementary,
nburrell@cherrycreekschools.org

Areas of focus: Culture Of Collaborative Inquiry, Leadership

Topics: Change Management, Educators in Crisis, Other: Design Thinking/Human-Centered Design

“Reimagine means to imagine anew or recreate. After the disruption in our world due to recent events, 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

TUESDAY
MORNING

**2-HOUR
CONCURRENT
SESSIONS**

9:30 am–11:30 am

2201

Academy Grads: A Learning Community Where You Belong

Build belonging in your professional learning. Explore the importance of belonging and the connection to Standards for Professional Learning. Learn to design the moments of belonging and the kinds of experiences that offer opportunities for people to contribute in the learning community. Bring a current professional learning opportunity you want to reimagine “with” and not “for” participants. This session leverages the Design for Belonging Framework and tool kit from the Stanford d.school.

Shannon Bogle, Learning Forward, shannon.bogle@learningforward.org

Michelle Bowman, Learning Forward, michelle.bowman@learningforward.org

Areas of focus: Equity Drivers, Learning Designs

Topics: Equitable Access and Outcomes, Facilitation, Models of Professional Learning (including in-person, virtual and hybrid models)

2202

Assessment Interviews: Moving Beyond Timed Test

Learn how to use student interviews to assess the other components of fluency: flexibility and efficiency. Explore the impact this shift has on student proficiency and mathematical disposition. Engage with tools for creating and conducting these assessments as well as data-tracking tools to target specific needs and provide prescriptive instruction.

Susan Loveless, Rutherford County Schools, loveless@rcschools.net

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Assessment, Mathematics

2203

Building and Sustaining an Impactful Instructional Coaching Program

Learn how Fairfax County Public Schools developed a vision for instructional coaching and established systems to support the growth and development of the program over the past 17 years. Examine how a large school system reimaged the pipeline for future instructional coaches to continue to expand the program with highly qualified candidates. Explore ways to provide differentiated professional learning for new and experienced coaches and measure the impact of a coach's work

Michelle Lis, Fairfax County Public Schools, mllis@fcps.edu

Erika Williams, Fairfax County Public Schools, ejwilliams@fcps.edu

Areas of focus: Professional Expertise, Implementation

Topics: Coaching, Teacher Leadership, Teacher Pathways/Pipelines

2204

Building New Educators' Capacity for Leadership

Learn how Hoffman Estates High School, based on research and educator self-reflection, facilitates leadership development during the first four years of a new educator's tenure at the school. Leave with an action plan to implement this program, feeling confident in expressing the importance in building this capacity in all new educators.

Christina Ordonez, Township High School District 211, Hoffman Estates High School, cordonez@d211.org

Thomas Mocon, Township High School District 211, Hoffman Estates High School, tmocon@d211.org

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Induction and Mentoring, Leadership Development, Teacher Leadership

2205

Coaching Across Continuums: Differentiated and Continuous Professional Learning

Explore how Orange County Public Schools designed a three-tiered, differentiated professional learning collection centered around coaching to meet the needs of over 13,000 instructional and administrative personnel. Identify how adult learning theories are integrated and leveraged within differentiated professional learning. Leave with a deeper understanding of current professional learning with potential for differentiation and expansion, and create an action plan outlining implementation steps and key stakeholders integral to the process of implementing learning equitably.

Kathryn Murrow, Orange County Public Schools, kathryn.murrow@ocps.net

Betsy Leis, Orange County Public Schools, betsy.leis@ocps.net

Areas of focus: Learning Designs, Implementation

Topics: Coaching, Models of Professional Learning (including in-person, virtual and hybrid models), Social Emotional Learning/Health (SEL/SEH)

2206

Connecting Pre-K to K-12 for a Better Future

Explore ways an early childhood program can build a more integrated and cohesive approach to supporting a district's pre-K-12 graduation plan. Learn how to connect an engaging and culturally relevant early childhood program to your K-12 pathway using research-based methods. Prepare to address the professional needs of early childhood educators and build an academic foundation for young children and their families to raise performance in later grades.

Audrey Powell, Salt Lake City School District, audrey.powell@slcschools.org

Tiffany Hall, Salt Lake City School District, tiffany.hall@slcschools.org

Robyn Johnson, Salt Lake City School District, robyn.johnson@slcschools.org

Areas of focus: Curriculum, Assessment, & Instruction, Culture Of Collaborative Inquiry

Topics: Culturally Responsive Pedagogy, Early Childhood, Innovations in Teaching and Learning

2207

Creating a System of Improvement: How Districts Cascade Continuous Improvement and Sustain Results

Follow one district's journey to establish routines and processes that empowered learning leaders and staff and grew efficacy and a collective commitment around its priorities for employees, students, and families. Learn how you can empower everyone as learning leaders throughout the district to share their collective expertise and experiences as difference makers and leaders of improvement.

Ryan Carpenter, Estacada School District, carpenterr@estacada.k12.or.us

Jennifer Behrman, Estacada School District, Rivermill Elementary School, behrmanj@estacada.k12.or.us

Lindsey Fullenwider, Estacada School District, Rivermill Elementary School and Clackamas Elementary School, fullenwiderl@estacada.k12.or.us

Kathleen Oropallo, Huron Studer Education, koropallo@hcg.com

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Continuous improvement Cycles, Leadership Development

2208

Creating Clear and Compelling Communications to Support the Launch of a New Curriculum

Learn to craft compelling messages, articulate needs, and develop simple strategies to keep educators informed during the launch of a new curriculum. Develop your verbal and written communication skills and your understanding of high-quality instructional materials and professional learning. Examine communication biases and learn how to calibrate strategic messages to account for them.

Annie Morrison, Rivet Education, annie.morrison@riveteducation.org

Shadia Sadaqa, Rivet Education, shadia.sadaqa@riveteducation.org

Areas of focus: Curriculum, Assessment, & Instruction, Leadership

Topics: Change Management, Curriculum and Instructional Materials, Leadership Development

2209

Cultivating the 8 Dimensions of Educator Wellness

Investigate accessible strategies for your own well-being in eight key areas, including emotional, occupational, social, environmental, intellectual, financial, spiritual, and physical wellness, through a personal self-assessment, educator video vignettes, and discussion with fellow learners. Develop a personal wellness plan that supports your own self-care,

and share strategies that transfer to your school, team, and community.

Laura Lee Summers, University of Colorado Denver, Professional Learning & Technology/ School of Education & Human Development, lauraleesummers@gmail.com

Areas of focus: Professional Expertise, Leadership

Topics: Culture and Climate, Educators in Crisis, Social Emotional Learning/Health (SEL/SEH)

2210

Dare to Be Bold: Moving the Equity Imperative

Learn how one organization created collaborative and sustained professional learning to provide leadership teams with the knowledge, skills, and resources to systemically respond to and take action on issues of equity through the exploration of a unique problem of practice. Develop socio-political awareness and critical consciousness by acknowledging and exploring the current reality within your educational environment. Identify a reasonable problem of practice and receive critical peer feedback on possible solutions to create a theory of change and an action plan to resolve issues.

Victoria Duff, New Jersey Principals and Supervisors Association, vduff@njpsa.org

Emil Carafa, New Jersey Principals and Supervisors Association, ecarafa@njpsa.org

George Guy, Cherry Hill School District, Rosa International Middle School, gguy@chclc.org

George Jackson, Logos Consulting, drgeojack@gmail.com

Heather Moran, Logan Township Schools, Logan Township Middle School, hmoran@logantownshipschools.org

Areas of focus: Implementation, Equity Foundations

Topics: Change Management, Equitable Access and Outcomes, Implementation

TUESDAY
MORNING

2-HOUR
CONCURRENT
SESSIONS

9:30 am–11:30 am

2211

Data on One, Improvement for All

Examine how schools and systems can learn from teachers', students', and families' experiences with high-quality curriculum and curriculum-based professional learning to strengthen implementation. Preview a framework and tool kit based on the Concerns-Based Adoption Model that helps practitioners understand the effectiveness of high-quality instructional materials and professional learning implementation, uncover disconnects between intended and actual implementation, and design tailored supports. Join a data-based strategic planning simulation, and identify steps to harness your stakeholders' experiences to improve implementation.

Elizabeth Chu, Center for Public Research and Leadership, emc2170@tc.columbia.edu

Molly Gurny, Center for Public Research and Leadership, mg4034@columbia.edu

Grace McCarty, Center for Public Research and Leadership, gam2131@columbia.edu

Areas of focus: Curriculum, Assessment, & Instruction, Implementation

Topics: Change Management, Curriculum and Instructional Materials, Data-Driven Decision Making

2212

Developing Team- and Department-Specific Instructional Frameworks

Explore how teacher teams and departments can create shared expectations that capture the unique features of practice within their content areas. Create or adapt instructional frameworks with the specific needs of your subjects at the forefront. Practice using your draft framework by role-playing peer feedback conversations.

Justin Baeder, The Principal Center, justin@principalcenter.com

Heather Bell-Williams, Anglophone South School District, New Brunswick, Milltown Elementary, hbw1965@gmail.com

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Collaborative Inquiry, Educator Effectiveness, Teacher Leadership

2213

Equity at the Core: Empower Through Professional Learning

Reimagine professional learning for equitable outcomes within your district. Engage in mini-sessions on how language matters, coaching for equity, and analyzing the work through equity instructional rounds. Leave with practical strategies to implement professional learning aligned with a vision of equity for sustainable impact in your district.

Kristin Clark, Shaker Heights City Schools, clark_k@shaker.org

Nicole Patterson, Shaker Heights City Schools, patterson_n@shaker.org

Lauren Priestley, Shaker Heights City Schools, priestley_l@shaker.org

Areas of focus: Equity Practices, Equity Drivers

Topics: Coaching, Culturally Responsive Pedagogy, Equitable Access and Outcomes

2214

Establishing a Culture of High-Quality Professional Learning

Learn how to take your district from compliance to high-quality professional learning. Use a problem-based learning approach, research, and evidence-based practices (adult learning theory) to improve your school's or district's professional learning, educator practice, and student outcomes. Apply the structures, processes, and tools used by two districts to identify a problem of practice and generate a plan to trace the impact of intentional comprehensive professional learning planning.

Francine Grannell, Skaneateles Central School District, fgrannell@skanschools.org

Sheryl Bibby, Jefferson County Public Schools, sheryl.bibby@jefferson.kyschools.us

Jennifer Colley, Jefferson County Public Schools, jennifer.colley@jefferson.kyschools.us

Tara Isaacs, NWEA, tara.isaacs@nwea.org

Lynn Reynolds, Jefferson County Public Schools, lynn.reynolds@jefferson.kyschools.us

Areas of focus: Learning Designs, Implementation

Topics: Coaching, Comprehensive System Improvement/Reform, Learning Networks



2215

Going Beyond Checking the Box: How to Honor Educators and Keep Them in the Profession

Learn how a medium-sized urban district has reimagined what professional learning can look and feel like for educators by focusing on just-in-time learning aligned to their individual needs. Identify ways to move your learning organization's culture from a compliance mindset to a learning mindset. Leave with timelines, templates, and resources for communicating to various audiences about the shift to just-in-time learning.

Gaya Jefferson, Richardson Independent School District, Professional Development Center, gaya.jefferson@risd.org

Tabitha Branum, Richardson Independent School District, tabitha.branum@risd.org

Morgen Crowder, Richardson Independent School District, Professional Development Center, morgen.crowder@risd.org

Josh Eason, Richardson Independent School District, Professional Development Center, josh.eason@risd.org

Areas of focus: Learning Designs, Implementation

Topics: Culture and Climate, Equitable Access and Outcomes, Student or Teacher Voice

2216

Human-Centered Approach to School Improvement and Professional Learning

Learn how human-centered improvement processes engage community to design impactful professional learning toward more equitable education. Explore how Dallas ISD used this approach to address problems of race and racism. Identify tools and practices of human-centered improvement that you can apply to your own problems of practice.

Julie Smith, Community Design Partners, julie@communitydesignpartners.com

Areas of focus: Equity Practices, Learning Designs

Topics: Community/Family Engagement, Comprehensive System Improvement/Reform, Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation)

2217

Integrative Leadership Development: Rest as Radical Resistance

Acknowledge the trauma of the pandemic and begin the process of healing by engaging in activities that support deep rest. Explore integrative leadership development, which empowers educational leaders to thrive and centers wellness for teachers and students. Learn how this professional learning increases the effectiveness of educators and demonstrates the connection between social-emotional wellness and Standards for Professional Learning.

Margaret Peterson, California World Language Project, mpeterson3@stanford.edu

Elizabeth Matchett, Palo Alto Unified School District, Henry M. Gunn HS, lmatchett@pausd.org

Areas of focus: Equity Practices, Leadership

Topics: Leadership Development, Social Emotional Learning/Health (SEL/SEH), Teacher Leadership

2218

Leadership Coaching for Impact

Learn how districts support the changing demands and decreasing prior experience levels of new administrators. Examine how Frederick County Public Schools created a bidirectional leadership coaching program to address the district's needs for onboarding new leaders. Leave with a road map that will help you develop your own leadership coaching program using your current human capital.

Karine Myers, Frederick County Public Schools, karine.myers@fcps.org

Cindy Journell-Hoch, Frederick County Public Schools, cindy.journell@fcps.org

Kent Wetzel, Frederick County Public Schools, kent.wetzel@fcps.org

Areas of focus: Implementation, Leadership

Topics: Coaching, Leadership Development, Leadership Pathways & Pipelines

2219

Leading Equitable Early Literacy Instruction

See how Haywood County Schools approached improving literacy and long-term outcomes of young learners by grounding instruction in what we know works for all students. Engage with field-tested practices for early literacy that move the needle on student outcomes. Understand how these practices are rooted in a systematic and explicit foundational skills program as well as content-rich knowledge building and are responsive to challenges resulting from unprecedented schooling disruptions.

Sarah Aitken, Haywood County Schools, sarah.aitken@hcsk12.net

Cindy Currie, Haywood County Schools, cindy.currie@hcsk12.net

Julie Parrish, Instruction Partners, julie.parrish@instructionpartners.org

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Coaching, Instructional Leadership and Supervision, Literacy

TUESDAY
MORNING

**2-HOUR
CONCURRENT
SESSIONS**

9:30 am–11:30 am

2220

Let's Do Something New: Reimagining New Teacher Induction

Examine how a large, urban school district reimagined its approach to new teacher induction to provide a more equitable onboarding experience for all new hires regardless of their entry point into the district or profession. Learn concrete, practical strategies to lead to deeper new teacher engagement and investment in key district priorities. Apply research-based techniques to assess and refine current induction practices in your school or district.

Arby Martin, Shelby County Schools,
goodenam@scsk12.org

Danette Hardy, Shelby County Schools,
hardydr@scsk12.org

Areas of focus: Professional Expertise,
Leadership

Topics: Induction and Mentoring, Teacher
(or Educator) Retention and Recruitment

2221

Leveraging the Power of Instructional Frameworks For Learning

Join two districts that created multiyear embedded professional learning using a collaborative process, designing and implementing new instructional frameworks in alignment with their

vision for all learners. Learn strategies to ensure every touchpoint – classroom visit, feedback conversation, meeting – becomes a learning opportunity focused on district goals and impact on learners.

Amy Tepper, Tepper and Flynn, LLC,
amy@tepperandflynn.com

Lisa Carter, Regional School District #1,
lcarter@region1schools.org

Patrick Flynn, Tepper and Flynn, LLC,
patrick@tepperandflynn.com

James Zavodjancik, Fairfield Public
Schools, jzavodjancik@fairfieldschools.org

Areas of focus: Implementation, Culture
Of Collaborative Inquiry

Topics: Educator Effectiveness, Feedback
and Observations

2222

Linguistic Diversity in the Blended General Education Classroom

Experience grade-level text from the perspective of an English learner. Discover ways to leverage technology to provide students with meaningful activities that enhance comprehension. Learn how to equip general education teachers with the confidence to teach every learner in their in-person and digital classrooms.

Erika Tepler, Nearpod,
erika.tepler@nearpod.com

Areas of focus: Curriculum, Assessment, &
Instruction, Professional Expertise

Topics: Blended/Online Learning, English
Learners / Linguistic Diversity, Technology
to Enhance Student Learning

2223

Navigating the Politics of Equity- Based Leadership: A School Admin Dilemma

Learn how to develop and ultimately enable a budget that will provide funding and support in an equitable manner by optimizing internal and external stakeholder collaboration. Identify areas of inequity within a school or district. Explore ways to manage multiple stakeholder groups with diverse interests. Determine how to measure success.

Ken Spero, SchoolSims,
kspero@schoolsims.com

Areas of focus: Leadership, Resources

Topics: Change Management, Culture and
Climate, Equitable Access and Outcomes

2224

No More Cookie-Cutter Bias Training: Humanizing Equity

Experience how the School District of Clayton has redefined bias training to equity professional learning with an emphasis on humanization and expanding one's moral community. Leave with a new equity vocabulary and language that entices buy-in from even the most stubborn resisters to equity professional learning.

Cameron Poole, School District
of Clayton, Clayton High School,
cameronpoole@claytonschools.net

Areas of focus: Equity Practices, Equity
Foundations

Topics: Facilitation, Professional Learning
Basics, Racial Equity

2225

Practical Tools to Put the C in PLC

Develop an understanding of the 10 elements for building a collaborative environment for teachers that results in improved teacher effectiveness and results for students. Gain skills for building relationships and engaging in productive conflict. Leave with an expanded repertoire of practical tools for engaging with individuals and groups.

Chad Dumas, Next Learning Solutions,
chad@nextlearningsolutions.com

Montessa Muñoz, Educational Service
Unit #3, montessa.munoz@gmail.com

Areas of focus: Culture Of Collaborative
Inquiry, Leadership

Topics: Collaborative Inquiry, Leadership
Development, Professional Learning
Communities

2226

Strategies for Statewide Synergistic Collaboration in Professional Learning

Hear how Alaskan educators have collaborated to bring professional learning to a new level. See our responsive and coherent statewide system of professional learning for all educators. Explore how a variety of organizations can develop a statewide professional learning calendar, quarterly professional learning roundtables, and statewide inservice days. Learn how diversity and broad partnerships in this project have created synergy, strength, and different perspectives to this work.

Cecilia Miller, Alaska Department of Education and Early Development, cecilia.miller@alaska.gov

Jennifer Harty, University of Alaska Anchorage, School of Education, jharty@alaska.edu

Amy Jo Meiners, Region 16 Comprehensive Center, amyjom@serrc.org

Alica Unruh, Fairbanks North Star Borough School District, alica.unruh@k12northstar.org

Areas of focus: Learning Designs, Leadership

Topics: Collaborative Inquiry, Learning Networks, Models of Professional Learning (including in-person, virtual and hybrid models)

2227

Supporting Curriculum Implementation Through Networked Learning Design

Explore how districts and schools can leverage the use of research-based guiding principles to establish and sustain effective professional learning routines and practices. Examine the impact of learning design on instructional effectiveness, student achievement, and district and school improvement. Evaluate the extent to which local learning models align with research-based design principles and consider what tweaks could serve as catalysts for improved professional learning and educator effectiveness in the local context.

Bethany Fillers, Niswonger Foundation, Rural LIFE, bfillers@niswongerfoundation.org

LeAnn Myers, Greene County Schools, leann.myers@gcstn.org

Brittany Seybert, Niswonger Foundation, bhseybert@niswongerfoundation.org

Kristi Snyder, Jefferson County Schools, ksnyder@jcboe.net

Ellie Thompson, Hawkins County Schools, Church Hill Middle School, ellen.thompson@hck12.net

Derek Voiles, Hamblen County Schools, Lincoln Heights Elementary School, voilesd@hcboe.net

Areas of focus: Professional Expertise, Learning Designs

Topics: Curriculum and Instructional Materials, Implementation, Learning Networks

2228

Surrounding Teachers With Support: The Case for Systemic Professional Learning

Consider the significant changes for educators when they are surrounded by a cohesive and coherent system of professional learning support. Learn how to align initiatives with educators' daily practices, leverage the existing mechanisms in your context, and consider asynchronous and personalized learning to develop and sustain learning for educators. Leave with actionable next steps and templates for supporting shifts in instruction needed to maximize student learning.

Gina Fugnitto, Center for the Collaborative Classroom, gfugnitto@collaborativeclassroom.org

Marisa Ramirez Stuekey, Center for the Collaborative Classroom, mstuekey@collaborativeclassroom.org

Areas of focus: Learning Designs, Leadership

Topics: Implementation, Models of Professional Learning (including in-person, virtual and hybrid models), School Improvement/Reform

2229

Teaching Reimagined: Hope for Teacher Retention

Learn how two large school districts in Texas are rebuilding teachers' confidence, respect, creativity, passion, and hope as a means to address teacher morale, teacher retention, and the post-pandemic teacher shortage. Explore responsive strategies to address teacher needs that provide a stable foundation for improved job satisfaction, effectiveness, healing, and hope among teachers and teacher leaders.

Jamie Vincek, Lamar CISD, jvincek@lcsd.org

Nicole Zwahr, Katy ISD, NicoleCZwahr@katyisd.org

Areas of focus: Professional Expertise, Leadership

Topics: Culture and Climate, Educators in Crisis, Teacher (or Educator) Retention and Recruitment

2230

What to Do? Making Sense of Assessment Data

Learn tips and strategies for how to wrangle assessment data, ask questions from it, and derive meaning from it for effective change for teachers and students. Gain frameworks and tools to apply to your classroom, team, department, school, or district to make data fun and informative. Identify next steps to better use and leverage your assessment data to help you measure students' learning and know what steps to consider next.

Kristin Hunter-Thomson, Dataspire Education & Evaluation LLC, Rutgers University, kristin@dataspire.org

Areas of focus: Curriculum, Assessment, & Instruction, Evidence

Topics: Assessment, Data-Driven Decision Making, Educator Effectiveness

TL03 TUESDAY
THOUGHT LEADERS
ELIZABETH FOSTER
RACHEL GARRETT
10:45 AM-11:45 AM



Research Foundations of Standards for Professional Learning

Examine the research that informed the recent revision of Standards for Professional Learning. Learn about the findings of a literature review and a meta-analysis of studies focused on the impact of professional learning on educator and student outcomes conducted by American Institutes of Research. Engage in conversation with Elizabeth Foster, vice president, standards & research at Learning Forward, and Rachel Garrett, principal researcher at American Institutes of Research, about the studies cited, emerging areas of scholarship such as social and emotional learning and equity, and what is on Learning Forward's agenda for future research related to professional learning.

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

Rachel Garrett, American Institutes of Research, rgarrett@air.org

Areas of focus: Professional Expertise, Evidence

Topics: Equitable Access and Outcomes, Professional Learning Basics, Other: Research about professional learning

TUESDAY AFTERNOON

2-HOUR CONCURRENT SESSIONS

12:45 pm–2:45 pm



2401

Build a Culturally Relevant Leadership Framework: Why and How

Learn how Rockdale County Public Schools' leadership team collaboratively built a culturally relevant leadership framework aligned to its leadership evaluation tool. Identify your school's or district's readiness to begin the process and determine a timeline. Develop an action plan to create and then systematically and systemically implement culturally relevant leadership in your school or district.

Bess Scott, Doane University, bess.sullivan.scott@gmail.com

Ursala Maddox Davis, Rockdale County Public Schools, District Office, umaddox@rockdale.k12.ga.us

Mike Mauriello, Rockdale County Public Schools, District Office, mmauriello@rockdale.k12.ga.us

Areas of focus: Equity Foundations, Leadership

Topics: Advocacy and Policy, Leadership Development, Racial Equity

2402

Build the House: Implementation Structures for Continuous Improvement

Explore the topic of continuous improvement through small-group discussions, video demonstrations, and application activities designed to grow structures for continuous improvement in your home district. Identify important considerations when establishing a continuous improvement team, how to create a sense of urgency around continuous improvement, and the benefits of embracing high levels of collective efficacy among team members. Examine specific examples of continuous improvement structures and apply them to your own setting.

Laura Garland, Kaneland CUSD #302, 10166@kaneland.org

Sarah Mumm, Kaneland CUSD #302, 10358@kaneland.org

Patrick Raleigh, Kaneland CUSD #302, 10166@kaneland.org

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Continuous improvement Cycles, School Improvement/Reform

TUESDAY AFTERNOON 2-HOUR CONCURRENT SESSIONS 12:45 PM–2:45 PM

2403

Building Trust Through Micro-Credentials

Engage in a slice of the Project I4 micro-credential experience for school leaders in which we cultivated relational trust with engaging protocols, used common tools for observation and having post-observation conversations, and supported leaders through coaching and peer networks. Leave with tools, protocols, and an understanding of the Project I4 coaching model and data on leader and teacher impact.

Ken Simon, Institute for Educational Leadership, kensimon9781@gmail.com

Will Chavis, Wake County Public Schools, wchavis2@wcpss.net

Lawrence Hodgkins, East Carolina University, Department of Educational Leadership, Hodgkinsl19@ecu.edu

Matt Militello, East Carolina University, militellom14@ecu.edu

Hugh Scott, Nash County Public Schools, Southern Nash High School, hdsconfig@ncpschools.net

Lynda Tredway, Institute for Educational Leadership and East Carolina University, lyndatredway@gmail.com

Areas of focus: Implementation, Leadership

Topics: Feedback and Observations, Instructional Leadership and Supervision, Micro-Credentials / Badging

2404

DataLAB: Professional Learning Communities Reimagined Through the Use of Warm Data and Social-Emotional Learning

Experience DataLAB, a framework for professional learning communities, in which we will identify “warm” and “cool” data to leverage and make actionable. Incorporate the collection of warm data to design responsive strategies for your school and district based on qualitative trends over time. Highlight how social-emotional learning can provide fruitful streams of qualitative data and support instruction, engagement, and retention

Victoria Curry, Millbrook CSD, victoria.curry@millbrookcsd.org

Michael Setaro, Millbrook Central School District, Elm Drive Elementary, michael.setaro@millbrookcsd.org

Areas of focus: Evidence, Professional Expertise

Topics: Data-Driven Decision Making, Professional Learning Communities, Social Emotional Learning/Health (SEL/SEH)

2405

Deconstructing Depth of Knowledge

Learn how depth of knowledge clarifies what exactly and how deeply academic standards, curricular activities, and test items demand that students understand and use their learning. Explore how to use depth of knowledge levels as a method and model for planning and providing teaching and learning experiences that are standards-based, socially and emotionally supportive, and student responsive.

Erik Francis, Maverik Education, erik@maverikeducation.com

Areas of focus: Professional Expertise, Learning Designs

Topics: College- and Career-Readiness/ Student Performance Standards, Deep Learning, Instructional Approaches

2406

Developing Capacity to Reach Multilingual Learners in Math

Learn how one district increased student outcomes by leveraging hands-on practice and rapid cycles of improvement to solidify deep understanding of math. Explore an innovative iteration of traditional lesson study that emphasizes collaborative planning, high-quality instructional materials, and rapid cycles of improvement grounded in student outputs. Become familiar with high-leverage language instructional routines for mathematics and how to use them well, and identify how to replicate components of the model in your own system.

Suzanne Marks, TNTP, suzanne.marks@tntp.org

Araceli Mendez, Pajaro Valley Unified School District, araceli_mendez@pvusd.net

Areas of focus: Curriculum, Assessment, & Instruction, Culture Of Collaborative Inquiry

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

2407

Engaging Teachers With ‘Micro’ Professional Learning

Learn how one school district created flexible, innovative learning opportunities that teachers can engage with on-demand. Identify the attributes of quality teaching and learning you want to see in your context. Engage with a framework for designing or adapting innovative “micro” professional learning. Leave with a plan to implement at your site.

Amy Baeder, Educurious, amy.baeder@gmail.com

Shannon Heckelsmiller, Tahoma School District, sheckels@tahomasd.us

Elaine Klein, Educurious, eklein@educurious.org

Areas of focus: Learning Designs, Curriculum, Assessment, & Instruction

Topics: Curriculum and Instructional Materials, Innovations in Teaching and Learning, Virtual Professional Learning

TUESDAY
AFTERNOON

**2-HOUR
CONCURRENT
SESSIONS**

12:45 pm–2:45 pm

2408

Equity in Standards for Professional Learning

Unpack the relationship between equity and educator learning using Standards for Professional Learning. Examine how Standards for Professional Learning support equity in teaching and learning. Engage in collaborative activities to explore what it means to have equity in professional learning, and discover how the standards support leading, teaching, and learning to achieve equitable outcomes for students. Apply the concepts of equity to your context by engaging in an informal assessment of the current system.

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

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

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

Areas of focus: Equity Foundations, Professional Expertise

Topics: Equitable Access and Outcomes, Professional Learning Basics

2409

Equity-Centered Professional Learning

Use equity-centered professional learning planning tools to reflect on your own beliefs, attitudes, behaviors, and expectations around professional learning. Learn how to design welcoming and affirming professional learning spaces that sustain a culture supporting development of all staff. Explore methods for embedding culturally responsive practices in professional learning. Apply tools to a professional learning experience of your choosing.

Katie Eustis, Fairfax County Public School, Office of Professional Growth and Career Development, keestis@fcps.edu

David Bennett, Fairfax County Public Schools, dibennett3@fcps.edu

Areas of focus: Equity Drivers, Learning Designs

Topics: Culturally Responsive Pedagogy, Equitable Access and Outcomes, Facilitation

2410

Executive Functioning: Connecting to Success in School and Life

Explore the latest neuroscience research on executive functioning, which impacts goal-oriented behaviors that are the foundation of learning and success in life. Identify the cognitive and emotional components of executive functioning skills, and gain insight into how they impact learning and development. Learn practical and effective strategies to develop every student's executive functioning skills.

William DeMeo, Specialty Psychological Services, Mayerson Academy, specialtypsych@gmail.com

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Social Emotional Learning/Health (SEL/SEH)

2411

Fostering Resilience: Creating Trauma-Sensitive Classrooms and Schools

Explore childhood trauma, an urgent and growing issue in schools, and its profound impact on learning and teaching. Learn practical techniques grounded in research-based practices to help you cultivate a trauma-sensitive learning environment that fosters resiliency for students across all content areas, grade levels, and educational settings. Head off frustration and burnout with essential self-care techniques that will help you and your students flourish during challenging times.

Kathy Perez, St. Mary's College of California, School of Education, kperez@stmarys-ca.edu

Areas of focus: Equity Practices, Professional Expertise

Topics: Educators in Crisis, Social Emotional Learning/Health (SEL/SEH), Student Engagement

2412

Instructional Leadership Focused on Teacher Learning and Action

Explore research-informed leadership opportunities from the central office to the principal's office to the classroom and break room.

Experience one district's collaboration with seven schools to enact the shared vision of equitably engaging students in deep learning that builds a bright future.

Design inspirational and practical leadership needed in your district or school to help teachers use classroom evidence to improve their practice.

Thomas J. Vari, Appoquinimink School District, vari.thomas@appo.k12.de.us

David Brazer, TeachFX, david@teachfx.com

Areas of focus: Professional Expertise, Leadership

Topics: Feedback and Observations, Instructional Leadership and Supervision, Leadership Development

TUESDAY AFTERNOON 2-HOUR CONCURRENT SESSIONS 12:45 PM–2:45 PM

2413

Leveraging the Principal-Instructional Coach Partnership for Continuous Improvement

Explore how central administrators, principals, and instructional coaches work together to establish and sustain highly effective professional learning. Examine findings from a 2021 study that explored partnership agreements regarding roles and responsibilities, shared understandings of coaching work, and structures and conditions that support equitable access to professional learning. Learn how one district is leveraging the partnership to impact educator practices and promote a culture of learning. Identify ways to strengthen the principal-coach partnership and professional learning in schools, districts, or agencies.

Karla McAdam, Illinois New Teacher Collaborative, University of Illinois at Urbana-Champaign, karla.mcadam@learningforward.org

Kim Beames, Ardsley Union Free School District, Concord Road Elementary School, kbeames@ardsleyschools.org

Jennifer Darling, Ardsley Union Free School District, Concord Road Elementary School, jdarling@ardsleyschools.org

Natasha Grey, Ardsley Union Free School District, Concord Road Elementary School, ngrey@ardsleyschools.org

Duncan Wilson, Ardsley Union Free School District, Ardsley Union Free School District, dwilson@ardsleyschools.org

Areas of focus: Implementation, Leadership

Topics: Coaching, Leadership Development, Partnerships

2414

Optimizing Implementation Supports Through Walk-Through Data & Feedback Practices

Learn how a district has optimized its process to collect formative data and align professional learning supports across English language arts, math, and foundational literacy. Explore strategies to

close the loop between what observers see and the support provided to educators from multiple teams. Leave with practical tips for building progress monitoring into your professional learning plans

Beverly Miller, Maury County Public Schools, millerb@mauryk12.org

Breckon D. Pennell, Maury County Public Schools, bpennell@mauryk12.org

Ashlin Kneeland, KickUp, ashlin@kickup.com

Areas of focus: Evidence, Implementation

Topics: Data-Driven Decision Making, Educator Effectiveness

2415

Personalized Professional Learning: A Systems Thinking Approach to Andragogy

Experience how a suburban school district used systems thinking and gap analysis to increase personalized professional learning within the district's comprehensive plan. Identify key guiding principles of your local organization that guide your professional learning. Construct and clarify your vision to build structures of support that increase personalized professional learning within your local organization. Leave with a self-created plan that increases personalized professional learning for the staff within your organization.

Ryan Thomas, Hatboro-Horsham School District, rthomas@hhsd.org

Christine Jenkins, Hatboro-Horsham School District, cjenkins@hhsd.org

Areas of focus: Learning Designs, Leadership

Topics: Comprehensive System Improvement/Reform, Personalized Learning (Educators and Students), Student or Teacher Voice

2416

Professional Learning in a New Era

Investigate the high-impact professional learning approaches that the Broome-Tioga BOCES Professional Learning and Innovation Center team researched and

implemented during the pandemic and beyond. Examine the impact of coaching on the transfer of knowledge into practice during professional learning. Apply lessons learned to reimagine the design of professional learning to enhance teacher growth and student success.

Kerri Bullock, Broome-Tioga BOCES, kbullock@btbooces.org

Patricia Walsh, Broome-Tioga BOCES, pwalsh2@btbooces.org

Nicole Waskie-Laura, Broome-Tioga BOCES, nwaskiel@btbooces.org

Erin Wilday, Broome-Tioga BOCES, ewilday@btbooces.org

Areas of focus: Learning Designs, Implementation

Topics: Continuous improvement Cycles, Innovations in Teaching and Learning, Models of Professional Learning (including in-person, virtual and hybrid models)

2417

A Reading Revival: Reimagining Literacy in Louisiana

Learn how Louisiana is reimagining and transforming literacy outcomes through its efforts to increase literacy outcomes and behaviors through implementation of high-quality instructional practices and interactions facilitated by effective teachers who are supported by leaders and families, improve literacy instruction through a collaborative coaching model that supports teachers and leaders at the school level with regional and state-level support systems, and promote ongoing professional learning, which is an essential component of effective teaching and literacy development.

Lisa Holliday LeBoeuf, Louisiana Department of Education, lisa.holliday@la.gov

Shanna Beber, Louisiana Department of Education, shanna.beber@la.gov

Phaedra Early, Louisiana Department of Education, phaedra.early@la.gov

Areas of focus: Curriculum, Assessment, & Instruction, Learning Designs

Topics: Coaching, Literacy, Professional Learning Communities

TUESDAY
AFTERNOON

**2-HOUR
CONCURRENT
SESSIONS**

12:45 pm–2:45 pm

2418

Ready, Set, Innovate: Reimagining Teacher-Directed Professional Learning

Explore how an urban school district implements an innovative approach to address the problem of one-size-fits-all professional learning by focusing on teacher agency. Learn the processes needed to implement and test a high-quality, teacher-directed professional learning program that empowers and retains a diverse teacher workforce while enhancing instructional practice and increasing student outcomes.

Regina Wimberly, Miami Dade County Public Schools, rwimberly@dadeschools.net

Isela Rodriguez, Miami Dade County Public Schools, iselarodriguez@dadeschools.net

Areas of focus: Learning Designs, Implementation

Topics: Educator Effectiveness, Models of Professional Learning (including in-person, virtual and hybrid models), Personalized Learning (Educators and Students)

2419

Reimagining Curriculum Continuous Improvement Using Human-Centered Design

Learn how teachers and leaders use a design-thinking approach to create a professional learning community for curricular continuous improvement that advances teacher practices and deepens student learning. Use discovery, design, and delivery methods that amplify student voice and encourage innovative thinking. Engage curriculum design teams in processes and protocols that create collective leadership and result in deep implementation.

Hope Rahn, Spring Lake Park Schools, hrahn@district16.org

Amy Bjurlin, Spring Lake Park Schools, abjurl@district16.org

Lindsay Johnson, Spring Lake Park Schools, Park Terrace Elementary, ljohn2@district16.org

Jenny Zimmermann, Spring Lake Park Schools, Park Terrace Elementary, jzimme@district16.org

Areas of focus: Curriculum, Assessment, & Instruction, Learning Designs

Topics: Coaching

2420

Reimagining Professional Learning: The Districtwide Collaborative Classroom Walk-Through Process

Discover ways to ensure that high-quality instruction is occurring in all the classrooms in your district. Take a walk with Memphis-Shelby County leaders as they share their process for building teacher and leader capacity through collaborative classroom walk-throughs focused on high-quality instructional practices to improve student academic achievement. Leave with a model and resources to support implementation of a classroom walk-through process in your district.

Tracie Scott, Memphis Shelby County Schools, thomastr@sck12.org

Areas of focus: Evidence, Learning Designs

Topics: Leadership Development, Models of Professional Learning (including in-person, virtual and hybrid models), Technology for Professional Learning

2421

Rethinking Professional Learning With Universal Design for Learning

Explore how to use learner variability to rethink the design of professional learning. Learn how to create rigorous goals for learning, reduce barriers to create opportunities, and leverage the assets that jagged learner profiles offer in design choices through the foundational concepts of Universal Design for Learning. Engage in discussions, practice with vignettes, and leave with tools to design professional learning for variable learners.

Audrey Mendivil, San Diego County Office of Education, audrey.mendivil@sdcoe.net

Mark Alcorn, San Diego County Office of Education, mark.alcorn@sdcoe.net

Areas of focus: Professional Expertise, Learning Designs

Topics: Models of Professional Learning (including in-person, virtual and hybrid models), Personalized Learning (Educators and Students), Professional Learning Basics

TUESDAY AFTERNOON 2-HOUR CONCURRENT SESSIONS 12:45 PM–2:45 PM

2422

Road to Standards-Based Grading

Explore one district's efforts to move from traditional grading practices and beliefs to standards-based instruction, grading, and reporting. Dive into Monroe One BOCES' standards-based road map, where we will take you on our transformative journey toward being fully standards-based, kindergarten through high school. Explore examples of standards-based assessments and proficiency scales across content and special areas, and walk through the collaboration and development of these resources. Leave with a road map outlining steps taken toward being fully standards-based, including strategies and tools that can be used with your own staff.

Danielle Conover, Monroe One BOCES, danielle_conover@boces.monroe.edu

Marne Brady, Monroe One BOCES, marne_brady@boces.monroe.edu

Claudine Chartier, Monroe One BOCES, claudine_chartier@boces.monroe.edu

William Donahue, Monroe One BOCES, william_donahue@boces.monroe.edu

Chelsea McCarthy, Monroe One BOCES, chelsea_mccarthy@boces.monroe.edu

Michael Monaghan, Monroe One BOCES, michael_monaghan@boces.monroe.edu

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Assessment, Implementation, School Improvement/Reform

2423

Shadowing Data as a Catalyst for Change

Experience the power of using English learner student shadowing data as a source for making decisions for instructional changes that lead to equity and excellence for language learners. Practice coding students' engagement using a student shadowing tool designed to track students' academic language use. Engage in a small-group protocol for analyzing the shadowing data to determine next steps for instruction and professional learning.

Beth Skelton, Educational Consultants, LLC, ellbeth@bethskelton.com

Crystal Reid, Littleton Public Schools, creid@lps.k12.co.us

Areas of focus: Equity Practices, Evidence

Topics: Data-Driven Decision Making, English Learners / Linguistic Diversity

2424

Student Thinking at the Center of Teacher Learning

Experience a protocol for looking at student work that has transformed teaching and learning of teachers, administrators, and students in one district through deep reflection on student mathematical thinking. Connect student thinking to classroom practice. Acquire tools to implement a collaborative protocol in your setting that affords student and teacher learning.

Jody Guarino, Orange County Department of Education, jguarino@ocde.us

John Drake, Newport Mesa Unified School District, jdrake@nmusd.us

Areas of focus: Culture Of Collaborative Inquiry, Learning Designs

Topics: Data-Driven Decision Making, Models of Professional Learning (including in-person, virtual and hybrid models), Professional Learning Communities

2425

The Students' Six Process: Students Teaching Teachers

Explore the Students' Six process, which engages groups of high school students in a process designed to provide high-quality professional learning to their teachers. Interact with a panel of students who have benefited from this process. Learn how to encourage collaboration between students and educators and discuss ways to implement the Students' Six process in your district.

Bettina Umstead, The Equity Collaborative, bettina@theequitycollaborative.com

Graig Meyer, The Equity Collaborative, gmeyer@theequitycollaborative.com

Areas of focus: Equity Drivers, Professional Expertise

Topics: Culture and Climate, Student Engagement, Student or Teacher Voice

2426

Teaching With Social Justice in Mind: A Course Written by Teachers for Teachers

Experience how Anne Arundel County Public Schools is using new teacher coaches to create a professional learning community that embraces identity-affirming partnerships with teachers in their second and third years in the profession. Discover how engaging teachers in coaching with a lens of social justice and equitable practices aims to impact teacher retention and inclusive student learning environments.

Karlynn Celmer, Anne Arundel County Public Schools, kcelmer@aacps.org

Jasmine Coleman, Anne Arundel County Public Schools, Crofton High School, acoleman@aacps.org

Julie Heltsley, Anne Arundel County Public Schools, jheltsley@aacps.org

Lindsay Morgan, Anne Arundel County Public Schools, Immorgan1@aacps.org

David Sembly, Anne Arundel County Public Schools, dsembly@aacps.org

Areas of focus: Equity Practices, Culture Of Collaborative Inquiry

Topics: Coaching, Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Teacher (or Educator) Retention and Recruitment

TUESDAY
AFTERNOON

**2-HOUR
CONCURRENT
SESSIONS**

12:45 pm–2:45 pm

2427

Themed Professional Learning for Engagement and Advancement of Paraprofessionals

Learn how the Anchorage School District in Anchorage, Alaska, has transformed professional learning for paraprofessionals from individual learning experiences into cohesive and themed professional learning that supports growth in an identified focus area throughout the year. Gain insight into how organizing professional learning for paraprofessionals around a central theme each year has provided clarity and a common goal in supporting students with special needs. Explore how this approach can strengthen your mission and provide continuity and commitment to professional learning for groups of adult learners.

Taryn Stein, Anchorage School District, stein_taryn@asdk12.org

Sharon Azar, Azar Consulting, sharonazar@mac.com

Areas of focus: Professional Expertise, Learning Designs

Topics: Instructional Approaches, Models of Professional Learning (including in-person, virtual and hybrid models), Professional Learning Basics

2428

Virtual Coaching: Protocols, Strategies, and Technology Tools

Learn strategies, protocols, and tools for supporting educators at a distance. Explore field-tested virtual coaching strategies for building trust, designing data-driven goals, modeling best practices, implementing intervention, and tracking progress toward implementation of evidence-based practices. Discover the professional learning that fits faculty needs by tapping into the collective capacity of a larger coaching community.

Amber Rowland, University of Kansas, amber.rowland@ku.edu

Martha Elford, University of Kansas, mdeok@ku.edu

Suzanne Myers, University of Kansas, suzannemyers@ku.edu

Areas of focus: Implementation, Culture Of Collaborative Inquiry

Topics: Coaching, Collaborative Inquiry, Data-Driven Decision Making

2429

We Got This! Personalized Learning and High-Quality Instructional Materials

Learn how high-quality instructional materials and personalized teaching and learning can intersect to improve student outcomes. Examine promising data from districts across the region that shows teachers are using high-quality instructional materials with integrity, having positive effects on student achievement, educator performance, and school or district improvement. Walk away with practical strategies and practices for those who coach and support teachers.

Nancy Mangum, Leading EDge Learning, nancy@leadingedgelearn.org

Areas of focus: Curriculum, Assessment, & Instruction, Learning Designs

Topics: Instructional Approaches, Personalized Learning (Educators and Students), Professional Learning Basics

2430

You're A Gold Star Member!

Learn ways Moberly School District has implemented its Supporting, Helping, & Inspiring New Educators (S.H.I.N.E) program and tips for helping our newest professionals find support during the challenges of launching their career. Explore induction, orientation, and onboarding strategies for new hires in a smaller district. Collaborate to share successes and challenges of supporting beginning teachers.

Tara Link, Moberly School District, taralink@moberlyspartans.org

Sara McDowell, Moberly School District, saramcdowell@moberlyspartans.org

Ashley Patrick, Moberly School District, ashleypatrick@moberlyspartans.org

Areas of focus: Professional Expertise, Resources

Topics: Coaching, Induction and Mentoring, Teacher (or Educator) Retention and Recruitment

TL04 TUESDAY
THOUGHT LEADER
KAREN PITTMAN
1:00 PM-2:00 PM



Learning is Social and Emotional and Inequitable

Discover how to align the efforts of schools and out-of-school-time providers to support social and emotional learning (SEL) as a foundation of success for all youth. Learn with Karen Pittman, partner at KP Catalysts, how an aligned approach to SEL can reduce inequity and optimize learning. Explore how to leverage the unique strengths of these two systems and how to overcome the challenges of bringing them together.

Karen Pittman, KP Catalysts, LLC., karen@kpcatalysts.com

Areas of focus: Equity Practices, Equity Foundations

Topics: Social Emotional Learning/Health (SEL/SEH)

TUESDAY AFTERNOON

ROUND TABLES

3 pm–4 pm

RT21

Accelerating Teacher Learning With Evidence of Classroom Dynamics

Explore research-informed practices and a unique, teacher-controlled feedback tool that reveals classroom dynamics in a manner previously impossible to capture. Experience one district's collaboration with seven schools to enact the shared vision of equitably engaging students in deep learning that builds a bright future.

Understand instructional leadership practices that enrich teacher collaboration through job-embedded teacher professional learning that transforms student engagement in classrooms

Amanda Conley, Appoquinimink School District, Middletown High School, amanda.conley@appo.k12.de.us

Beth Everett, Appoquinimink School District, Meredith Middle School, beth.everett@appo.k12.de.us

John Tanner, Appoquinimink School District, A.G. Waters Middle School, john.tanner@appo.k12.de.us

Areas of focus: Professional Expertise, Evidence

Topics: Collaborative Inquiry, Instructional Leadership and Supervision, Professional Learning Communities

RT22

Blended Professional Learning Research Study

Learn about a mixed-methods study that investigated the efficacy of blended professional learning (combination of in-person and online coaching). Examine qualitative and quantitative results that demonstrate the efficacy of blended professional learning and the value of additional online coaching. Discuss effective implementation and content of online coaching and characteristics of effective online coaches.

Grant Atkins, Houghton Mifflin Harcourt, grant.atkins@hmhco.com

Areas of focus: Learning Designs, Implementation

Topics: Coaching, Models of Professional Learning (including in-person, virtual and hybrid models), Virtual Professional Learning

RT23

Building Policy and Practices Around Digital Citizenship: Lessons From a Statewide Project

Explore how to change your school community's culture around digital citizenship. Hear on-the-ground experiences from statewide digital citizenship education work in Utah and the lessons learned from bringing together stakeholders of different backgrounds, perceptions, and thoughts on digital citizenship. Identify ways to shift perceptions on technology and create common ground.

Carrie Rogers-Whitehead, Digital Respons-Ability, carrie@respons-ability.net

Areas of focus: Implementation, Leadership

Topics: Change Management, Comprehensive System Improvement/Reform, Implementation

ROUND TABLE DISCUSSIONS — Roundtables are 45-minute presentations and 10-15-minute discussions. They are excellent venues for giving and receiving feedback, engaging in discussions, and meeting colleagues with similar interests.

TUESDAY
AFTERNOON

ROUND TABLES

3 pm–4 pm

RT24

Collective Leadership Efficacy & Equity Through Collaborative Principal Inquiry

Join colleagues and leaders in an interactive and facilitated discussion on the intersectionality of the key elements to promote collective leadership efficacy through collaborative principal inquiry. Listen to effective research-based practices that will help build coherence across schools to promote equitable and sustainable student outcomes. Engage in conversations to formulate your own bridge-to-practice to implement strategic goals and tiered action plans to support principal leadership development.

Marion Wilson, NYC Department of Education, drmarionwilson@gmail.com

Christine Chavez, NYC Department of Education, cchavez3@schools.nyc.gov

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Instructional Leadership and Supervision, Leadership Development

RT25

Empowering Teacher Leaders to Lead Teacher Learning

Examine the cognitive and affective characteristics of teacher leaders and how to nurture these in job-embedded professional learning. Discover opportunities to expand and deepen pedagogical content knowledge through teacher leadership and teacher collaboration. Investigate the pitfalls and hurdles in efforts to improve teacher expertise, teacher collaboration, and pedagogical content knowledge in the most challenging educational settings.

Jose Lara, Gilbert High School, Anaheim Union High School District, lara_j@auhsd.us

David Brazer, TeachFX, david@teachfx.com

Areas of focus: Culture Of Collaborative Inquiry, Leadership

Topics: Collaborative Inquiry, Distributed/ Shared Leadership, Professional Learning Communities

RT26

Helping Leaders Lead Through Grief

Explore the mental health and emotional crises affecting educators and students today, and chart a course to lead our schools through grief. Determine action steps you can take to improve and enhance school culture, based on medical and military research in disaster psychology and rooted in best educational practices to properly support students and educators in new and meaningful ways.

Sean Slade, BTS Spark North America, sean.slade@bts.com

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Culture and Climate, Leadership Development

RT27

Level Up: Teacher Leadership Through Collaborative Learning Cycles

Explore ways learning organizations can create a cohesive framework to sustain collaborative learning, collective responsibility, and shared accountability. Learn how Bay City Schools, supported by the Institute for Excellence in Education, used team-based leadership and organization frameworks to create aligned and sustainable improvement goals. Gain insights into how increased collaborative learning between leaders and educators improved adult learning and student outcomes in the frame of organizational change.

Patrick Malley, Bay City Public Schools, Office of Teaching, Learning, & Technology, malley@bcschools.net

Shelly DuCharme, Bay City Public Schools, Office of Teaching, Learning, & Technology, ducharmes@bcschools.net

Sherry Schock, The Institute for Excellence in Education, sschock@excellenceined.org

Areas of focus: Culture Of Collaborative Inquiry, Leadership

Topics: Collaborative Inquiry, Continuous improvement Cycles, Teacher Leadership

RT28

Listening In: Podcasting With Universal Design for Learning

Learn to leverage podcasting to meet your professional learning purposes. Engage in discussion around a podcast designed with Universal Design for Learning to support the variability of learners and overcome the barriers of professional learning.

Mark Alcorn, San Diego County Office of Education, mark.alcorn@sdcoe.net

Audrey Mendivil, San Diego County Office of Education, audrey.mendivil@sdcoe.net

Areas of focus: Professional Expertise, Learning Designs

Topics: Models of Professional Learning (including in-person, virtual and hybrid models), Technology for Professional Learning, Virtual Professional Learning

TUESDAY AFTERNOON ROUND TABLES 3 PM–4 PM

RT29

A Model for Evaluating Professional Learning

Explore methods to determine whether your professional learning is contributing to school improvement and student achievement. Gather tips and takeaways from the evaluation of a professional learning experience in which teachers conducted action research in classrooms and presented findings to colleagues. Learn about a framework you can use to gather actionable feedback from any professional learning initiative.

Derek Porter, St. Christopher's School, porterd@stcva.org

Areas of focus: Evidence, Learning Designs

Topics: Evaluation and Impact, Models of Professional Learning (including in-person, virtual and hybrid models), Professional Learning Communities

RT30

Pathway 2 Teaching: The GATE Model for Alternative Teacher Success

Explore the GATE Program, a district-based, job-embedded alternative certification program, as an innovative solution designed to address teacher recruitment and retention needs. Learn how and why this program has proven effective as an alternative pathway for successful entry into the teaching profession. Examine a model that leverages the community's support to attract career-changers to teaching and provides the unique support needed for these teachers to thrive in the profession for years to come.

Candice Moore, Greenville County Schools, cvmoore@greenville.k12.sc.us,

Qena Jennings, Public Education Partners, Qena@pepgc.org

Areas of focus: Professional Expertise, Learning Designs

Topics: Coaching, Community/Family Engagement, Teacher (or Educator) Retention and Recruitment

RT31

Rethinking Social-Emotional Learning for the Modern Day

Learn how innovative school leaders are reimagining social-emotional learning (SEL) in a post-COVID-19 world. Explore actionable strategies for building a systematic approach to modern SEL that also address one of the biggest influences on students: social media.

Laura Tierney, The Social Institute, laura.tierney@thesocialinst.com

Areas of focus: Professional Expertise, Learning Designs

Topics: Personalized Learning (Educators and Students), Social Emotional Learning/Health (SEL/SEH), Technology to Enhance Student Learning

RT32

Social Media: Rethinking Professional Learning

Ignite your understanding of how social media can be implemented within an educational setting to build an online community. Break into differentiated roundtable discussions to create or elevate your current model, whether your social media platform is just starting out or is well-established. Walk away with tools and resources for bite-sized professional learning, spotlights, and events, and connect with others who are interested in reimagining professional learning.

Rachel O'Grady, South Mountain Community College, racheloinaz@aol.com

Jennifer Summers, Mesa Public Schools, Professional Learning Department, jsummers@mpsaz.org

Areas of focus: Professional Expertise, Learning Designs

Topics: Professional Learning Communities, Teacher (or Educator) Retention and Recruitment, Technology for Professional Learning

RT33

Student Privacy Reimagined in Today's Digital World

Improve student data privacy practices in your school or district. Learn how the Franklin Special School District in Tennessee ensures student data privacy while removing the burden from teachers, administrators, and families. Become familiar with privacy legislation and how it affects educators, as well as online terms of service and privacy policies. Consider how you can apply this to your context.

Shelly Robinson, Franklin Special School District, robinsonshe@fssd.org

Joshua Bracamontes, Franklin Special School District, bracamontesjos@fssd.org

Amber Whitley, Franklin Special School District, whitleyamb@fssd.org

Areas of focus: Professional Expertise, Leadership

Topics: Curriculum and Instructional Materials, Technology to Enhance Student Learning, Other: Student Data Privacy

RT34

Use Your Teacher Voice: Counterstories and the Power of Your Experience

Learn how to use your voice to be a counterexample to all students.

Create your story based on research and your own experience.

Develop tools to incorporate your experience into your teaching.

Ugochi Emenaha, Baylor University, ugochiemenaha@gmail.com

Areas of focus: Equity Practices, Professional Expertise

Topics: Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Induction and Mentoring, Instructional Approaches

TUESDAY
AFTERNOON

SPONSOR
SESSIONS

3 pm–4 pm

SP01

Exploring Professional Learning Through Two Education Technology Platforms

Avanti, a Solution Tree education technology product, is the first of its kind: a teacher-first, self-paced, subscription-based professional learning platform that helps teachers at the elementary, middle, and high school levels gain ideas and actionable strategies for teaching and honing their craft. Content includes short inspirational videos made by teachers, for teachers, on a variety of relevant, timely topics.

Cameron Rains, Solution Tree,
cameron.rains@solutiontree.com

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Personalized Learning (Educators and Students), Technology for Professional Learning, Virtual Professional Learning

SP02

Reaching Educators and Influencing Educational Practice Through Book Publishing

Learning Forward's vision is: Every educator engages in exemplary professional learning so every student excels. In most education settings, this professional learning begins with a book. Join a panel of authors who will share their writing experiences and the impact their books are making on educators and, ultimately, student success. Ask questions of the panel and pitch your own book ideas.

Douglas Rife, Solution Tree,
douglas.rife@solutiontree.com

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Leadership Development, Professional Learning Communities, School Improvement/Reform

SP03

Implementing Mastery Learning

Review the big ideas of mastery learning and gain practical guidance on its implementation across the range of grade levels or subject areas. Develop a working knowledge of the principles of mastery learning, including responding to learner differences and frequent use of feedback on learner progress. Apply this working knowledge to implementing mastery learning in both in-person and online settings. Harness mastery learning principles to the work of helping nearly all students become successful learners and gain the many positive benefits of that success.

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

Areas of focus: Curriculum, Assessment, & Instruction, Equity Drivers

Topics: Assessment, Equitable Access and Outcomes, Instructional Approaches

SP04

Culturally Fortifying Environments That Are Visible

Learn ways to create learning communities that work together through a collectivist lens of shared accountability with a focus on equity, and discover how these learning communities are empowered to explore how their collaborative actions and decisions propel learning forward. Explore the Visible Learning research that supports the identified pathways and pavers for designing fortifying learning communities.

Nicole Law, Corwin Press,
Nicole.Law@corwin.com

Areas of focus: Equity Practices, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Other: Inclusive Learning

SP05

Finding Your Leadership Style to Advocate for Teachers and Students

Take the Leadership Compass assessment to identify which of four leadership styles you embody. Examine any weaknesses in your leadership style that you could supplement through cooperation with leaders who have complementary strengths. Hear examples of advocacy experiences from a team of NEA teaching fellows and identify ways to enhance that work by drawing on the different strengths of other leaders.

Barbara Hicks, NEA, bhicks@nea.org

Areas of focus: Leadership, Culture Of Collaborative Inquiry

Topics: Advocacy and Policy, Collaborative Inquiry, Leadership Development

TUESDAY AFTERNOON SPONSOR SESSIONS 3 PM–4 PM

SP06

Ensuring Professional Learning Impacts Instruction

Explore what it looks like to use professional learning, coaching, educator perception, and walk-through data to ensure that professional learning leads to impact. Learn how Fargo Public Schools designed a cohesive set of tools that would capture the instructional needs of educators and the areas in which coaching and professional learning time are being spent, adopted protocols and processes to set data-informed coaching goals, and examined data to determine the impact of professional learning on classroom instruction.

Jeremy Rogoff, KickUp, jeremy@kickup.co

Joy-el Johnson, Fargo Public Schools, johnsej@fargo.k12.nd.us

Kendra Schwartz, KickUp, kendra@kickup.co

Areas of focus: Evidence, Implementation

Topics: Data-Driven Decision Making, Evaluation and Impact, Measuring the Return on Investment

SP07

Virtual Professional Learning for Teacher and Student Success

Wilson Language Training's fully virtual professional learning, launched in 2009, is designed to certify teachers to teach students with dyslexia in a Tier 3 instructional setting. Wilson has since expanded the program to include a virtual implementation support program that helps teachers improve their literacy teaching practice for students in Tier 1 and 2 settings. Learn how these programs support an engaged community of educators, provide easy access to instructional resources, and offer ways to connect teachers to expert literacy specialists and coaches for individual support.

Mark Foran, Wilson Language Training, MForan@wilsonlanguage.com

Deanna Fogarty, Wilson Language Training, DFogarty@wilsonlanguage.com

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Curriculum and Instructional Materials, Educator Effectiveness, Personalized Learning (Educators and Students)

SP09

Professional Learning for Morally Troubled Times

Learn how to help educators face the world we live in and respond to it. Explore professional learning developed by the Harvard Graduate School of Education to address this challenge, including Schooling for Critical Consciousness of Racism and Racial Injustice, which draws on the research of Harvard Professor Daren Graves' work in applying Paolo Freire's concept of critical consciousness to work with high school students, and Moral Leadership in a Troubled Time, which uses foundational work in moral development done at the Harvard Graduate School of Education.

Randy Testa, Harvard Graduate School of Education, Professional Education, Randy_testa@gse.harvard.edu

Lauren Santini, Harvard Graduate School of Education, Professional Education, Lauren_santini@gse.harvard.edu

Areas of focus: Equity Practices, Equity Foundations

Topics: Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Racial Equity, Student or Teacher Voice

SP10

Level Up: Using Video for Coaching and Mentoring

Examine the current research around how video can be a powerful tool to support educator self-reflection as a job-embedded professional learning strategy. Experience how Rockdale County Public Schools uses video technology as a way to promote reflective practices to support teacher growth and collaboration. Learn the advantages of using video as a best practice for coaching and mentoring. Hear how Rockdale discovered that providing structured feedback drastically improved classroom practices. Additionally, Rockdale principals and coaches have data-driven proof that job-embedded professional learning directly impacts teacher retention and student outcomes.

Courtney Williams, TORSH Inc, Courtney@torsh.co

Ursala Maddox Davis, Rockdale County Schools, umaddox@rockdale.k12.ga.us

Mike Mauriello, Rockdale County Schools, mmauriello@rockdale.k12.ga.us

Areas of focus: Professional Expertise, Culture Of Collaborative Inquiry

Topics: Coaching, Educator Effectiveness, Feedback and Observations

THE LEARNING FORWARD ACADEMY

Class is forming now! Teams encouraged to apply.

APPLICATION
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MARCH 2023



The Learning Forward Academy is our 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.



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The Learning Forward Foundation is excited to announce two options for our annual Stepping Forward Walk/Run fundraiser. Invite your friends and families to join in to raise funds for awarding grants and scholarships to educators on their professional learning journey!

Stepping Forward for Learning

Join the virtual walk/run any day from November 9th to December 9th. Choose your own course near the comfort of your home and neighborhood!

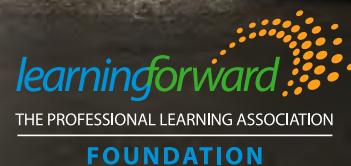
Join the Learning Forward Foundation in-person to expand your learning experience by walking with Learning Forward leaders while supporting professional learning scholarships and grants for educators.

Date: Tuesday, December 6th

Time: 7:00 am

Cost: \$25

Register: Onsite at the Learning Forward Foundation table



#LFFSteppingForward



Wednesday

MORNING

Registration Opens | 8:00

Morning Coffee | 8:00 – 8:30

Concurrent Sessions | 8:45 – 10:45

Brunch | 11:00 – 11:45

Keynote and Q&A | 11:45 – 1:00
Principal Baruti Kafele

AFTERNOON

Registration Closes | 1:00

3201

8 Professional Learning Strategies to Guide Teachers From Reluctant to Rocking It!

Learn 8 strategies that have helped us guide some of our most reluctant educators and leaders to engage and charge toward rock star status in their technology, integration, and work. Experience the journey that instructors go through when they are introduced to a new piece of technology. Discuss, develop, and implement a professional learning topic using the lens of empathy and the tools of persuasion.

Casey Swift, Florida Virtual School, cswift@flvs.net

Carmen Concepcion, Florida Virtual School, cconcepcion@flvs.net

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Facilitation, Technology for Professional Learning, Virtual Professional Learning

3202

12 Angry Men: The Power of Productive Conflict

Explore three types of conflict present in the classic film *12 Angry Men* and make connections to conflict present in collaborative teams today. Examine techniques of consensus-building among a group of men whose diverse personalities create intense conflict. Learn about high-leverage best practices that help teams face and overcome similar challenges to collaborate and succeed.

Kenneth Williams, Unfold The Soul, Inc, ken@unfoldthesoul.com

Areas of focus: Learning Designs, Professional Expertise

Topics: Culture and Climate

3203

Advancing Equity in Educator Coaching

Explore two models of coaching that situate instructional coaching within a culture of care and include specific coaching questions and equity-based practices for coaches or mentors who routinely engage with Black educators. Engage with coaches who are currently enacting these racial equity coaching approaches. Use these adapted models, practice-based examples, and teacher-voiced definitions to inform the quality, design, and implementation of instructional coaching for Black educators.

Dionn Brown, Urban Teachers, dionn_brown@yahoo.com

Areas of focus: Equity Drivers, Implementation

Topics: Coaching, Racial Equity, Student or Teacher Voice

3204

An Approach to Personalized Professional Learning

Learn how districts can make professional learning personalized and meaningful for all teachers. Explore Norwalk Community School District's personalized professional learning approach, which provides voice and choice to teachers and PLCs based on student data. Leave with an understanding of the theory/demonstration/practice/feedback model as the foundation for personalized professional learning.

Christie Beving, Norwalk Community School District, cbeving@norwalk.k12.ia.us

Shelly Vroegh, Norwalk Community School District, svroegh@norwalk.k12.ia.us

Areas of focus: Learning Designs, Leadership

Topics: Personalized Learning (Educators and Students), Professional Learning Communities, Teacher Leadership

3205

Beginning With Me: Strategies for Culturally Sustaining Social and Emotional Learning

Create more just, equitable, and effective learning experiences for all students using an innovative, strategy-based approach to professional learning. Learn about a model of culturally sustaining social, emotional, and academic development centered on adult skill-building and reflection. Apply these strategies to your own setting.

Emily Meland, Harvard University, Harvard Graduate School of Education, emily_meland@g.harvard.edu

Thelma Ramirez, Harvard University, Harvard Graduate School of Education, tramirez@gse.harvard.edu

Areas of focus: Equity Practices, Learning Designs

Topics: Culturally Responsive Pedagogy, Social Emotional Learning/Health (SEL/SEH), Unconscious/Implicit Bias Urban Issues and Settings

WEDNESDAY MORNING 2-HOUR CONCURRENT SESSIONS 8:45 AM–10:45 AM

3206

A Braided Approach to Responsive Professional Learning

Learn how Missoula County Public Schools pivoted in its approach to implementing professional learning when all in-person and virtual sessions were canceled. Explore a braided approach to professional learning that helps improve teacher efficacy. Delve into how Google Workspace for Education and other technology applications allow teachers to engage in self-paced learning with deliverable outcomes and built-in feedback loops.

Anna Puryear, Missoula County Public Schools, apuryear@mcpst.org

Kasey Dirnberger, Missoula County Public Schools, kldirnberger@mcpst.org

Elise Guest, Missoula County Public Schools, eguest@mcpst.org

Greg Imhoff, Missoula County Public Schools, gsimhoff@mcpst.org

Katie LaPointe, Missoula County Public Schools, crlapointe@mcpst.org

Doug Rossberg, Missoula County Public Schools, djrossberg@mcpst.org

Areas of focus: Learning Designs, Implementation

Topics: Collaborative Inquiry, Deep Learning, Models of Professional Learning (including in-person, virtual and hybrid models)

3207

Centering Student Experience: Leadership Practice for Equity

Consider stories from the field that tie research to practice and amplify the role students play in creating an equitable school experience. Illuminate leadership practices tied to listening to students furthest from justice as critical data that informs a reimagined vision for your school. Discover ways to understand student experience using student-designed tools influenced by research, analyzing artifacts from school systems, and self-assessing your leadership practice.

Lisa Rooney, Center for Educational Leadership, rooneyl@uw.edu

Vanessa Barrera, South Bay Union School District, vbarrera@sbusd.org

Paola Flores, South Bay Union School District, Central Elementary, pflores@sbusd.org

Jennifer McDermott, Center for Educational Leadership, University of Washington, jennmcd@uw.edu

Pamela Reichert-Montiel, South Bay Union School District, preichert-montiel@sbusd.org

Areas of focus: Equity Practices, Evidence

Topics: Culture and Climate, Leadership Development, Student or Teacher Voice

3208

The Challenge of Change: School Leadership in Changing Times

Learn how to engage and lead your staff more effectively, encourage teacher leadership, and develop a greater sense of culture and climate in your building. Gain practical and functional ways to use specific leadership strategies that can help shape an organization. Brainstorm leadership strengths and areas of growth in your own building or organization. Determine and prioritize issues to attack and focus on once you return to your school or building.

Dennis Williams, Hatboro-Horsham School District, Hatboro-Horsham High School, dwilliams@hatboro-horsham.org

Areas of focus: Professional Expertise, Leadership

Topics: Change Management, Culture and Climate, Leadership Development

3209

Choose Your Own Adventure Professional Learning

Learn how an urban school district has created cohesive professional learning that uses continuous improvement to define and reach equitable outcomes for all learners. Gain insights into the importance of embedding social and emotional learning into the classroom. Explore a professional learning model that includes micro-credential courses.

Deidre Roemer, West Allis West Milwaukee School District, roemerd@wawmsd.org

Adam Hengel, West Allis West Milwaukee School District, hengela@wawmsd.org

Areas of focus: Culture Of Collaborative Inquiry, Learning Designs

Topics: Coaching, Continuous improvement Cycles, Deep Learning

3210

Climate, Expectations, and Data: Diving Deeper

Dive deep and unpack data from a culturally inclusive perspective. Identify ways to develop skills that are applicable to the ongoing analysis of data while crafting a culture and climate based on evidence-based practices, research, and experience. Learn how to cultivate the relationships necessary to implement change.

Erin Woodson, Oak Park School District 97, Beye Elementary School, ewoodson@op97.org

Gina Harris, Oak Park Elementary School District, gharris@op97.org

Areas of focus: Evidence, Implementation

Topics: Assessment, Culture and Climate, Data-Driven Decision Making

WEDNESDAY MORNING

2-HOUR CONCURRENT SESSIONS

8:45 am–10:45 am

3211

Creative Solutions for Schoolwide Observation and Feedback

Engage in a powerful session where leaders discover a common-sense approach to engaging all educators in the work of observation and feedback rounds. Learn how we gradually built the capacity of teacher leaders to fill the role of coach because a principal and one coach didn't cut it. Explore the tools and structures that built a strong team for schoolwide coaching, and develop a plan specific to your building.

Sabrina McClard, Sumner County, J.W. Wiseman Elementary, sabrina.mcclard@sumnerschools.org

Allison Hester, Sumner County, J.W. Wiseman Elementary, allison.hester@sumnerschools.org

Areas of focus: Learning Designs, Implementation

Topics: Coaching, Educator Effectiveness, Feedback and Observations

3212

Curriculum Learning Labs as Job-Embedded Professional Development

Explore how Science Hill High School uses curriculum learning labs as the platform for job-embedded professional learning by enacting real-time instruction, collecting and analyzing evidence of

student learning through structured walk-throughs, and planning for next steps to meet all student needs. Leave with a sample year-long implementation plan focused on what's important to your school or district.

Carmen Bryant, Johnson City Schools, Science Hill High School, bryantc@jcschools.org

Celia Street, Johnson City Schools, Science Hill High School, streetc@jcschools.org

David Timbs, Johnson City Schools, timbsd@jcschools.org

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Continuous improvement Cycles, Models of Professional Learning (including in-person, virtual and hybrid models), Secondary Education

3213

Drawing on Behavioral Science for Equitable Actionable Communication

Draw on research and expertise from the fields of communication and behavior science to improve communication. Increase trust and equity with effective messaging for busy families, overworked educators, and diverse communities. Explore communication theory and practice that drives effective school communication, both internally and externally, through a 5 Pillars Framework. Examine and evaluate communication and learn practical, applicable skills for improvement by applying lessons from communication research and practitioners.

Meghan Everette, Hope Street Group, SLSD, meghankeverette@gmail.com

Areas of focus: Professional Expertise, Leadership

Topics: Community/Family Engagement, Comprehensive System Improvement/Reform, Other: Communication

3214

Empowering Teachers Through Systemic Blended Learning Practices

Address the challenge of meeting the personalized learning needs of all students. Learn how to create a learning environment that can open opportunities to personalize learning. Explore the type of professional learning that is required to make these instructional shifts in practice.

Michael Purcell, Indian Prairie School District #204, michael_purcell@ipspd.org

Brian Giovanini, Indian Prairie School District #204, brian_giovanini@ipspd.org

Candy Michelli, Indian Prairie School District #204, candy_michelli@ipspd.org

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Blended/Online Learning, Innovations in Teaching and Learning, Personalized Learning (Educators and Students)

3215

Engagement: It's In Our Hands

Reflect on your current practice to examine student engagement in your classrooms. Learn about research-based elements of engagement to improve teacher practice and student performance. Explore creating energetic and purposeful lessons, promoting participation and learning, and using available tools and resources to craft a classroom where we enhance the learning experience for all students.

Juli Alligood, Middle Georgia RESA, jalligood@mgresa.us

Janet Greer, Middle Georgia RESA, jgreer@mgresa.us

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Student Engagement

3216

Ensuring Effective Professional Development in a Rural District

Learn from one rural district's journey in ensuring effective professional learning for its teachers. Examine the elements of a professional learning playbook, from defining effective professional development to implementing a proactive quality assurance system and the many steps in between. Gain an understanding of the research-based aspects of professional learning that improves student achievement. Leave with a review process that ensures elements of effective professional learning through the planning process before it is offered to teachers.

Lydia Schadler, Phelps-Clifton Springs Central School District, Midlakes, lschadler@midlakes.org

Areas of focus: Evidence, Learning Designs

Topics: Comprehensive System Improvement/Reform, Data-Driven Decision Making, Innovations in Teaching and Learning

3217

From Statehouse to Schoolhouse: When Teachers Lead, Schools Succeed

Learn how teacher leadership advocates can turn theory into action. Explore national, state, and local teacher leadership data trends that establish the need for effective teacher leadership models. Hear from one school that has implemented teacher leadership strategies to retain teachers and improve teacher practice. Determine next steps for implementing effective teacher leadership models in your school or district, including role identification, funding sources, and programmatic considerations.

Christina Miller, Charles County Public Schools, cmmiller@ccboe.com

Erin Amore, Charles County Public Schools, Dr. Craik Elementary School, eamore@ccboe.com

Kelly Lundeen, Charles County Public Schools, Dr. Craik Elementary School, klundeen@ccboe.com

Heather Sauers, Maryland State Department of Education, heather.sauers@maryland.gov

Areas of focus: Professional Expertise, Leadership

Topics: Coaching, Leadership Pathways & Pipelines

3218

High-Leverage Coaching and Mentoring

Explore a coaching program that uses technology, evidence-based teaching strategies, and cognitive coaching and reflection to facilitate professional growth for new staff and move veteran staff into mentoring and coaching roles. Discover the power of developmental feedback to facilitate professional growth and reflection. Learn how to embed technology in coaching cycles to increase coaches' efficiency and promote deeper reflection.

Douglas Haseley, Livingston Educational Service Agency, douglashaseley@livingstonesa.org

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Ashly Ghamdi, Livingston Educational Service Agency, ashlyskrok@livingstonesa.org

Kelsey Jennett, Livingston Educational Service Agency, kelseyjennett@livingstonesa.org

Heather Krueger, Livingston Educational Service Agency, heatherkrueger@livingstonesa.org

Marci Moloney, Livingston Educational Service Agency, marcimoloney@livingstonesa.org

Areas of focus: Implementation, Culture Of Collaborative Inquiry

Topics: Coaching, Collaborative Inquiry, Teacher Leadership

3219

How Deep Is Your Bench: Developing Leadership Pipelines

Gain insight into how investing in administrator pipelines is an evidence-based school improvement strategy shown to improve educator retention and student outcomes. Learn how a state education agency, an institution of higher education, and local education agencies collaborated to complete self-studies and create sustainable pipeline plans based on The Wallace Foundation model for developing principal pipelines. Replicate these strategies to ensure qualified leaders are in every role, from the classroom to the superintendent's office.

Amy Grundy, University of Delaware/ Delaware Academy for School Leadership, grundya@udel.edu

Sharon Pepukayi, Appoquinimink School District, sharon.pepukayi@appo.k12.de.us

Michael Saylor, Delaware Department of Education, Michael.Saylor@doe.k12.de.us

Areas of focus: Equity Foundations, Leadership

Topics: Leadership Development, Leadership Pathways & Pipelines, Teacher (or Educator) Retention and Recruitment

3220

How to Build a Microcredential Ecosystem

Learn how to design an intentional and sustainable microcredential ecosystem in your community. Identify processes that leverage both human and technology infrastructure and activate others around shared outcomes and incentives.

Melinda Waffle, REMC Association of Michigan, melindawaffle@remc.org

Julie Foss, Advanced Learning Partnerships, julie@advancedpartnerships.com

John Ross, Advanced Learning Partnerships, johnross.va@gmail.com

Areas of focus: Learning Designs, Implementation

Topics: Micro-Credentials / Badging, Models of Professional Learning (including in-person, virtual and hybrid models), Teacher Pathways/Pipelines

WEDNESDAY MORNING

2-HOUR CONCURRENT SESSIONS

8:45 am–10:45 am

3221

Intentional and Aligned Learning Walks = Student Success

Learn how to develop an aligned system of learning walks that includes students, teachers, campus administration, and educational services. Explore how one district reimagined learning walks through collaboration across campuses and departments. Examine the data analysis of the learning walks using the plan-do-study-act cycle, which provides real-time, actionable feedback on the current reality, allowing each department to provide support for teachers and students.

Dana Barnes, Eagle-Mountain Saginaw ISD, Central Office, dbarnes@ems-isd.net

Audrey Arnold, Eagle Mountain- Saginaw ISD, aarnold01@ems-isd.net

Walter Berringer, Eagle Mountain- Saginaw ISD, wberringer@ems-isd.net

Linda Parker, Eagle Mountain-Saginaw ISD, lparker@ems-isd.net

Beth Sanders, Eagle Mountain-Saginaw ISD, esanders@ems-isd.net

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Data-Driven Decision Making, Instructional Leadership and Supervision

3222

Lessons Learned: Impact of Implementation Science on Literacy Development

Expand your knowledge of implementation science and its benefit as a lever for school improvement through the implementation of a structured literacy program. Hear from school leaders and the lessons learned through a year-long study focusing on supporting leaders in four diverse districts that “Apple-converted-space” led to improved practice and feelings of efficacy. Engage in a virtual mind map exercise to organize your thinking, and consider the next steps in your own school’s implementation efforts.

Siobhan Dennis, Wilson Language Training, sdennis@wilsonlanguage.com

Julia Carlson, Wilson Language Training, jcarlson@wilsonlanguage.com

Lena Kim, Wilson Language Training, lkim@wilsonlanguage.com

Areas of focus: Curriculum, Assessment, & Instruction, Implementation

Topics: Implementation, Leadership Development, Virtual Professional Learning

3223

Look, Listen, Learn, Leap

Shift your concept of traditional professional learning for educators away from a tabula rasa model of filling teachers with knowledge. Create professional learning that allows educators to engage in experiential learning and enhance their perspectives. Connect with the communities where your students live, and develop community-based relationships.

Julia Wilkins Kohrmann, St. Joseph’s Academy, juliarwilkins@gmail.com

Areas of focus: Equity Drivers, Learning Designs

Topics: Community/Family Engagement, Culture and Climate, Innovations in Teaching and Learning

3224

Making Engagement Visible

Hear South Knox Elementary’s journey to strengthen engagement as a way to intensify student agency, student voice, and student efficacy. Gain insight on how learning walks build capacity by identifying areas of strength and opportunities for growth. Adapt a learning walk template to increase capacity to move learning forward in your context and create next steps to transfer new learning.

Megan Cooper, Knox County, South Knoxville Elementary, megan.cooper@knoxschools.org

Hannah Guthrie, Knox County Schools, South Knoxville Elementary, hannah.guthrie@knoxschools.org

Nicole Law, Corwin Press, Nicole.Law@corwin.com

Jessica Maynard, Knox County Schools, jessica.maynard@knoxschools.org

Tanna Nicely, Knox County Schools, South Knoxville Elementary School, tanna.nicely@knoxschools.org

Susan Parker, Knox County Schools, South Knoxville Elementary, susan.parker2@knoxschools.org

Areas of focus: Learning Designs, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Professional Learning Communities, Student Engagement

3225

Preservice and Inservice Educator Collaboration for STEM Instruction

Explore how partnerships and on-site training between educator programs and local elementary STEM programs create authentic STEM mindsets for preservice and inservice teachers. See how using the engineering design process and 5E instructional model facilitates equitable learning and critical thinking teacher development in authentic STEM pedagogy so the teacher candidates will be prepared to effectively implement STEM planning, instruction, and assessment for enhanced student learning. Explore how professors are collaborating with local schools in using grant funding to create a state-of-the-art STEM lab on campus.

Marla Williams, Athens State University, johnnie.lundin@athens.edu

Jennifer Kennedy, Athens City Schools, SPARK Academy at Cowart, jennifer.kennedy@acs-k12.org

Johnnie Lundin, Athens State University, johnnie.lundin@athens.edu

Beth McKinney, Athens City Schools, Cowart Elementary, beth.mckinney@acs-k12.org

Areas of focus: Curriculum, Assessment, & Instruction, Learning Designsr

Topics: Effectiveness, Partnerships, Science, STEM: Science, Technology, Engineering, and Math

3226

Professional Learning for All: Modeling Universal Design for Learning with Adult Learners

Experience Universal Design for Learning, a powerful framework that ensures learning experiences are implemented in a way that helps all students be successful. Learn how to bridge theory with practical implementation strategies to elevate educator and student engagement and improve overall student academic success.

Naomi Church, Growing Minds Consulting, LLC, church.naomi@lfflorida.org

Areas of focus: Professional Expertise, Learning Designs

Topics: Equitable Access and Outcomes, Instructional Approaches, Professional Learning Basics

3227

Professional Learning Norms to Disrupt the Status Quo

Examine how traditional norms silence BIPOC educators and those who are eager for organizational change and professional growth that dismantles structural inequities that continue to oppress diverse communities in our schools. Collaboratively craft group norms that cultivate the necessary relationships for transformative adult learning. Generate a variety of facilitation skills to call colleagues into reflection by protecting and maximizing norms, particularly within moments of conflict. Practice using these skills within scenarios from school settings where the status quo typically prevails.

Rachel Nance, Intentional Design Consulting, intentionaldesignconsulting@gmail.com

Lindsey Hughes, Nebo School District, Park Elementary School, lindsey.hughes@nebo.edu

Areas of focus: Equity Drivers, Learning Designs

Topics: Change Management, Facilitation, Professional Learning Communities

3228

Professional Learning Reimagined: The Florida Virtual School Approach

Learn how the largest state virtual school in the nation capitalizes on an aligned system of adult learning to develop and implement high-quality professional learning for teachers, leaders, and support staff anchored on Learning Forward's Standards for Professional Learning. Explore a coherent framework for developing, implementing, and testing high-quality professional learning that empowers and retains a diverse workforce while enhancing instructional practice and increasing student outcomes. Leave with useful tools for applying the learning to your own setting.

Louis Algaze, Florida Virtual School, lalgaze@flvs.net

Carmen Concepcion, Florida Virtual School, cconcepcion@flvs.net

Areas of focus: Professional Expertise, Learning Designs

Topics: Blended/Online Learning, Facilitation, Virtual Professional Learning

3229

Ready! Set! Reboot Your Coaching Program

Learn how one district's instructional technology team re-established a culture for coaching with school-based coaches by creating a shared vision and assessing the strengths and growth opportunities of the coaches' skills. Identify the key components of quality coaching. Determine and interpret the appropriate data collection methods to develop a professional learning plan of support for your coaches.

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Brian Heyward, Richland Two, bheyward@richland2.org

Tasia King, Richland Two, taking@richland2.org

Nichole Porter, Richland Two, niporter@richland2.org

Areas of focus: Professional Expertise, Implementation

Topics: Coaching, Models of Professional Learning (including in-person, virtual and hybrid models)

3230

Reimagine EdTech: From Substitution to Transformation

Learn how educators and students, with the new, widespread proliferation of 1-1 devices, can engage in transformational ways of learning in and out of the classroom. Equip yourself and other educators with the key knowledge and strategies needed to enhance learning with tech tools and ultimately support active modes of learning.

Madeleine Mortimore, Logitech, mmortimore@logitech.com

Areas of focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Innovations in Teaching and Learning, Technology to Enhance Student Learning

3231

Student-Centered Coaching Cycles: Balancing Support With Accountability

Examine how one school district empowers its coaches to support student learning by supporting their development as coaches. Dive into a holistic support system that strives for alignment and consistency to leverage a higher quality of coaching conversations. Identify strategies to ensure that implementation is successful across a large team of coaches and multiple buildings. Leave with tools to support and develop professional learning plans for coaches.

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Fred Shaykis, KickUp, fred@kickup.co

Julie Steele, Diane Sweeney Consulting, juliesteele526@gmail.com

Areas of focus: Implementation, Culture Of Collaborative Inquiry

Topics: Coaching, Student or Teacher Voice

3232

They've Given Me the Keys to the Building. Now What?

Explore a mentoring program for new principals in their journey into school leadership that districts can use for new -- and not-so-new -- professionals. Learn about resources that can help all system and school leaders make the smooth transition into school leadership's challenges found in 2022 and beyond.

Leneda Laing, Cleveland City Schools, llaing@clevelandschools.org

Joel Barnes, Cleveland City Schools, jbarnes@clevelandschools.org

Areas of focus: Professional Expertise, Leadership

Topics: Educator Effectiveness, Leadership Development, School Improvement/ Reform

3233

Triaging Teacher Burnout: Coaching, Individualized Professional Learning, & Self-Care

Examine the steps one Title I school used to support its staff culture, combat teacher burnout for new and experienced teachers, and avoid high turnover rates to become a National School of Character and a National ESEA Distinguished School. Leave with resources and practical strategies for coaching, providing feedback, individualized professional learning, and self-care you can implement today to support yourself and your own staff culture.

Jill Handley, Jefferson County Public Schools, Kenwood Elementary, jill.handley@jefferson.kyschools.us

Jameelah Henderson, Jefferson County Public Schools, Kenwood Elementary, jameelah.henderson@jefferson.kyschools.us

Areas of focus: Implementation, Leadership

Topics: Coaching, Culture and Climate, Educators in Crisis

WEDNESDAY MORNING 8:45 AM–10:45 AM

3234

Using SEL to Engage and Empower Students

Hear how one large urban school district integrates social and emotional learning into literacy. Explore engagement strategies, practices, and resources that support building a community of learners where all students feel seen, heard, and valued. Gain social and emotional literacy tools to support teachers and administrators to shift from student compliance to student engagement and empowerment.

Kristen Rulison, School District of Palm Beach County, kristen.rulison@palmbeachschools.org

Vivian Diaz-Holcombe, School District of Palm Beach County, vivian.holcombe@palmbeachschools.org

Areas of focus: Equity Practices, Professional Expertise

Topics: Literacy, Social Emotional Learning/Health (SEL/SEH), Student Engagement

3235

Using the TPACK Framework to T.E.A.C.H.

Learn how to help students become technologically fluent through a framework that helps teachers integrate state and national technology standards into their curriculum. Explore the Technological Pedagogical Content Knowledge framework (TPACK) and how it can be used with the T.E.A.C.H. (trust, equity, advocacy, collaboration, and humility & humor) andragogy-related coaching process to create support for teachers as they integrate technology into their curriculum across multiple learning delivery models. Review and discuss selected lessons aligned to the ISTE Standards for Students and adapt these lessons to your own state standards.

Julianne Ross-Kleinmann, Ulster BOCES, jrosskleinmann@ulsterboces.org

Areas of focus: Professional Expertise, Learning Designs

Topics: Educator Effectiveness, Technology to Enhance Student Learning, Other: Authentic technology integration

3236

What Do You See?

Examine those subtle perceptions or biases that we all face when looking at our students, parents, colleagues, and, the hardest of all, at ourselves. Reflect, reconsider, and self-examine how your perceptions might influence your expectations for not only your students, but also your fellow teachers, parents, school, and community -- and, subsequently, the ways you teach. Identify strategies to assist you in creating action plans in your context.

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Areas of focus: Equity Practices, Equity Drivers

Topics: Culture and Climate, Trauma-Informed Practice, Unconscious/Implicit Bias Urban Issues and Settings

WEDNESDAY
KEYNOTE AND Q&A
**KEYNOTE SPEAKER
PRINCIPAL BARUTI
KAFELE**
11:45 AM-1:00 PM



The Equity-Mindset Educator

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Areas of focus: Equity Foundations, Leadership

Topics: Culture and Climate, Equitable Access and Outcomes, Leadership Development, Racial Equity

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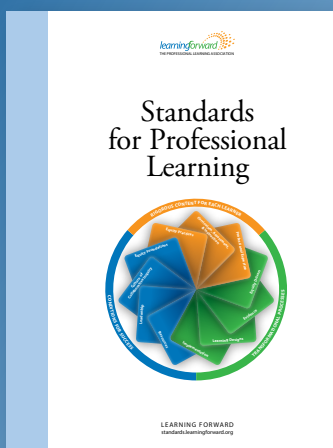
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LEARNING FORWARD PROFESSIONAL SERVICES

As systemic demands on educators continue to rise, how do you plan and implement professional learning that ensures equitable and excellent outcomes for all students? It is critical that today's leaders have strategies to prepare new teachers, develop new leaders, and scale best practices across a system to ensure a pipeline of leadership for the future. Learning Forward's team of experienced educators and expert facilitators is here to support you in this work. We meet your unique needs through our customized professional services that have a proven track record of results for educators and students.

Visit our booth during Shop Talk hours to meet with our experts, get answers to your questions, and explore how we can partner with you to meet your most pressing needs.

.....
SATURDAY | 4-6 p.m.
.....

SUNDAY | 7:30 – 9 a.m.
.....

MONDAY | 7-8 a.m.
.....

MONDAY | 3-4 p.m.
.....

TUESDAY | 7-8 a.m.
.....

TUESDAY | 3-4 p.m.
.....

WEDNESDAY | 7:30-8:30 a.m.
.....

See our current work

Stop by our Professional Services booth at the conference to talk with our experts and see case studies about how we help school and systems partners provide evidence-based, Standards-driven professional learning for new and existing teachers and leaders, including:

- Comprehensive system-level professional learning planning
- Designing and facilitating professional learning that connects to improved student outcomes
- Mentoring and coaching that reshapes culture and moves away from silos
- Scaling implementation of research-based professional learning to address problems of practice at multiple levels, including administrative, campus, and learning communities work

Learn about our new services

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Implementation of the standards leads to the high-quality learning that drives continuous improvement that reaches all learners. We assist districts in assessing their current state of professional learning and identifying and implementing a path to fuller, deeper standards-based professional learning.

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See our experts in action in these sessions:

JOELLEN KILLION

- PC01 | Assessing the Impact: Evaluating Professional Learning
- 1203 | Coach Identity: Contradictions in Action
- 2102 | The Feedback Process

JOHN EYOLFSON & KELLIE RANDALL

- PC02 | Becoming a Learning Team
- 1215 | Growing Your Professional Learning Team Facilitators

KAY PSENCIK

- PC11 | Leveraging Learning Systems to Create a Culture of High Expectations for All
- 1104 | The Principal: Leading Learning
- 2105 | System Within a System: Instructional Leadership & Coaching Model

HEATHER CLIFTON

- PC04 | Coaching Matters

ANN DELEHANT

- PC12 | Reimagine Teacher Leadership

LESLIE CEBALLOS & JENNIFER MILLER

- 1410 | Digitally Enhanced Professional Learning

LAURA SUMMERS

- 2209 | Cultivating the 8 Dimensions of Educator Wellness

CHAD DUMAS

- 2225 | Practical Tools to Put the C in PLC

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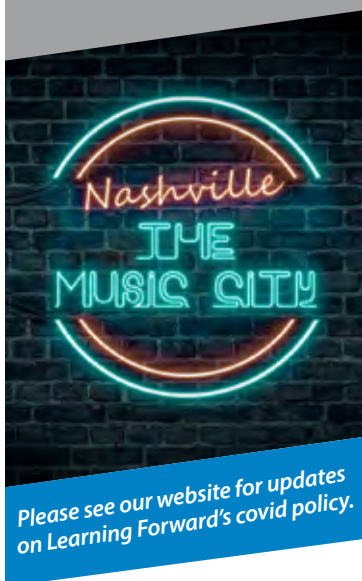
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REGISTRATION INFORMATION

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.

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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.

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MONDAY, DEC. 5 Conference	\$264	\$364	\$279	\$379
TUESDAY, DEC. 6 Conference	\$264	\$364	\$279	\$379
WEDNESDAY, DEC. 7 Conference	\$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

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

FAX: 513-523-0638

SCAN: 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.

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.

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

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 or call **800-727-7288**. A \$25 handling fee will be assessed.

CANCELLATION AND CHANGE POLICY

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*Coaches Academy is a powerful investment of your American Rescue Plan funds.

Implementation of district and campus improvement initiatives requires teachers to change long-established classroom practices. Ensure your teachers receive the just-in-time, differentiated support they need to make meaningful and sustained changes in their practice by investing in the quality of instructional coaching they receive.

Learning Forward's Coaches Academy helps coaches:

- Identify unfinished learning and accelerate teachers' response;
- Capitalize on student strengths to improve initial instruction;
- Guide collaborative inquiry to foster equity across classrooms;
- Expand the use of effective teaching practice to reach all students;

Learning Forward is the leader in ensuring that school- and district-based coaches with instructional and content expertise also develop the critical skills necessary to build effective coaching relationships with both individuals and teams.

The quality of instructional coaching on your campus is the quality of implementation support your teachers are receiving. High expectations for change require strong, individualized support for making it happen. Ensure your coaches are prepared for fostering lasting change.

For more information, contact Sharron Helmke, vice president, professional services, at sharron.helmke@learningforward.org | services.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

Ensure your
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new teachers
receive the
support they
need to meet
the needs of
all students.

*Mentor Teacher Academy is a powerful investment of your American Rescue Plan funds.

You've put a lot of time into hiring the best, now ensure their potential materializes in your classrooms.

With a customized Mentor Academy from Learning Forward, your experienced teachers will step into their role as mentors prepared to inspire, model, and coach beginning teachers towards highly accelerated effectiveness and sustained professional growth. Effective mentoring ensures that the time and effort you put into hiring promising teachers not only results in maximized impact for your students but also leads to increased teacher retention for your organization. You have an opportunity to help these new teachers meet your expectations, not only this year, but for their entire careers.

Your mentors will learn to

- Diagnose and prioritize effective instruction and classroom management;
- Design and implement a growth-focused mentoring plan;
- Build strong relationship and communication skills;
- Apply adult learning theory to the mentoring role;
- Develop mentee knowledge and skills; and
- Support mentee growth and development to address your students' learning needs.

For more information, contact Sharron Helmke, vice president, professional services, at sharron.helmke@learningforward.org. | services.learningforward.org



Understanding mentor roles, responsibilities, and expectations



Applying an instruction-focused mentoring plan



Establishing and maintaining trust with beginning teachers



Leading classroom observations



Mentoring for classroom management



Analyzing observation data



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Principal Baruti Kafele



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