



CONFERENCE PREVIEW



# ROCKIES 2024

2024 Learning Forward Annual Conference



GAYLORD ROCKIES RESORT  
& CONVENTION CENTER  
DENVER, CO | DEC. 8-11, 2024

[conference.learningforward.org](https://conference.learningforward.org)  
#learnfwd24

  
**REACH NEW  
HEIGHTS FOR  
STUDENTS**

# Make plans now to attend Learning Forward's Annual Conference in Colorado.



  
**REACH NEW  
HEIGHTS FOR  
STUDENTS**

98%

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

97%

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

96%

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

**T**he 2024 conference theme **Reach New Heights for Students** continues a path that started two years ago. In 2022, the conference theme Reimagine was an invitation to educators around the world to take what we learned from the pandemic and reimagine how we might change and improve possibilities for educators and students alike. We followed in 2023 with Evidence into Action, speaking to the power of evidence-based practices and how Learning Forward bridges research and implementation to improve results for each student. We looked at how we apply our learnings to best practices in classrooms, teams, buildings, systems, and regions. In 2024, in Denver, Colorado, we continue this upward trajectory by taking reimagined possibilities and leveraging them with evidence-based practices to achieve our ultimate goal to Reach new heights for students.

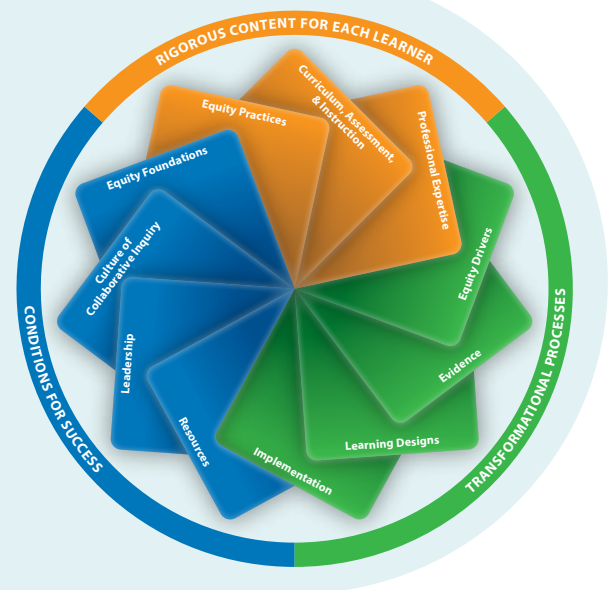
More at [conference.learningforward.org](https://conference.learningforward.org).

# STANDARDS FOR PROFESSIONAL LEARNING

## Standards for Professional Learning are embedded throughout your conference learning.

Standards for Professional Learning work within a framework of three categories:

- The **Rigorous Content for Each Learner** standards describe the essential content of adult learning that leads to improved student outcomes.
- The **Transformational Processes** standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- The **Conditions for Success** standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.



Standards for Professional Learning serve as the foundation for Learning Forward's Annual Conference so that your conference learning is grounded in essential evidence about professional learning that leads to impact.

Learn more about the standards at [standards.learningforward.org](https://standards.learningforward.org)

We've selected sessions with intention and organized the conference program to align with standards. In scanning the program, you'll notice:

- Areas of Focus listed for each session help you identify which sessions match your needs and interests. The areas of focus are the individual standards.
- Preconference sessions in the program preview are organized by the three frames within Standards for Professional Learning as described above and in that same order. Color coding helps you see at a glance which standards frame the session addresses. For example, sessions that address standards in the Rigorous Content for Each Learner have an orange title.
- Conference presenters were selected to ensure your immersion in the wide range of critical topics covered by Standards for Professional Learning.





















# PRECONFERENCE PRESENTERS:










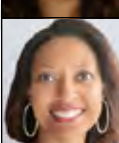
## No other event has this lineup of top speakers.









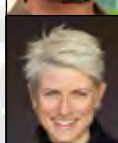

Our 2024 Annual Conference preconference presenters will set the pace with high-quality learning that engages and enlightens.

Don't miss out on this opportunity to learn, grow, and connect with leading experts in the education community as we collaborate to make a difference in the lives of students.

|   |                        |   |      |
|---|------------------------|---|------|
|    | <b>Jennifer Abrams</b> | Having Hard Conversations   | PC20 |
|    | <b>Jill Baker</b>      | Disrupting Inequity with Liberatory Design                            | PC15 |
|   | <b>Dan Baum</b>        | Foundational Coaching Skills for Educators, School Leaders, and Staff | PC11 |
|  | <b>Michelle Bowman</b> | Continuous Improvement is Professional Learning                       | PC18 |
|  | <b>Peter Carpenter</b> | Breathe New Life into Adult Learning                                  | PC08 |
|  | <b>Leslie Ceballos</b> | Mentoring New Teachers: A Learning Cycle Approach                     | PC09 |
|  | <b>Heather Clifton</b> | Coaching to Shift Attitudes, Beliefs, and Practices                   | PC04 |
|  | <b>Floyd Cobb</b>      | A Case for Dignity: Helping People Thrive                             | PC14 |

|   |                         |   |      |
|---|-------------------------|---|------|
|    | <b>John Eyolfson</b>    | Becoming a Learning Team  | PC17 |
|    | <b>Douglas Fisher</b>   | Responsive Curriculum Design: Clarity, Coherence, and Challenge | PC02 |
|    | <b>Paul Fleming</b>     | Explore Standards for Professional Learning                     | PC19 |
|    | <b>Elizabeth Foster</b> | Explore Standards for Professional Learning                     | PC19 |
|   | <b>Nancy Frey</b>       | Responsive Curriculum Design: Clarity, Coherence, and Challenge | PC02 |
|  | <b>Andrea Gautney</b>   | Coaching to Shift Attitudes, Beliefs, and Practices             | PC04 |
|  | <b>Thomas Guskey</b>    | Does It Make a Difference? Evaluating Professional Learning     | PC07 |
|  | <b>Pete Hall</b>        | The True Challenge of Leadership                                | PC21 |
|  | <b>Sharron Helmke</b>   | Reframing Resistance: Change Leadership for the Real World      | PC13 |
|  | <b>Trish Hinze</b>      | Powerful Practices for Professional Learning                    | PC10 |

|   |                           |   |      |
|---|---------------------------|---|------|
|    | <b>Terri Iles</b>         | Powerful Practices for Professional Learning                          | PC10 |
|    | <b>Joellen Killion</b>    | Assessing the Impact: Evaluating Professional Learning                | PC05 |
|    | <b>Jim Knight</b>         | Goals and Teaching Strategies for Instructional Coaches               | PC12 |
|    | <b>John Krownapple</b>    | A Case for Dignity: Helping People Thrive                             | PC14 |
|   | <b>Jen Lara</b>           | Foundational Coaching Skills for Educators, School Leaders, and Staff | PC11 |
|  | <b>Pamela Lovett</b>      | Disrupting Inequity with Liberatory Design                            | PC15 |
|  | <b>Tom Manning</b>        | Mentoring New Teachers: A Learning Cycle Approach                     | PC09 |
|  | <b>Nancy Markowitz</b>    | Social, Emotional, & Cultural Competencies: A Framework for Action    | PC01 |
|  | <b>Sarah May</b>          | Data for Liberation: Moving Beyond the Numbers                        | PC06 |
|  | <b>Machel Mills-Miles</b> | Explore Standards for Professional Learning                           | PC19 |

|   |                         |  |      |
|---|-------------------------|--|------|
|    | <b>Nick Morgan</b>      | Continuous Improvement is Professional Learning                      | PC18 |
|    | <b>Sanee Nashashibi</b> | Data for Liberation: Moving Beyond the Numbers                       | PC06 |
|    | <b>Michelle Pledger</b> | Transform Instruction with Culturally Responsive-Sustaining Pedagogy | PC03 |
|    | <b>Kellie Randall</b>   | Becoming a Learning Team   | PC17 |
|   | <b>Jesse Roe</b>        | Data for Liberation: Moving Beyond the Numbers                       | PC06 |
|  | <b>Marcia Tate</b>      | Healthy Teachers, Happy Classrooms                                   | PC16 |
|  | <b>Curtis Taylor</b>    | Transform Instruction with Culturally Responsive-Sustaining Pedagogy | PC03 |
|  | <b>Nader Twal</b>       | Disrupting Inequity with Liberatory Design                           | PC15 |
|  | <b>Dawn White</b>       | Social, Emotional, & Cultural Competencies: A Framework for Action   | PC01 |
|  | <b>Ronald Wooden</b>    | Breathe New Life into Adult Learning                                 | PC08 |

# CONFERENCE AGENDA:

\* All times are Mountain time

## SATURDAY, DEC. 7, 2024

|                 |                                     |
|-----------------|-------------------------------------|
| 8 am–4 pm       | <b>Learning Forward’s Academies</b> |
| 4:30 pm–7:30 pm | <b>Registration Opens</b>           |

## SUNDAY, DEC. 8, 2024

|                 |   |
|-----------------|---|
| 7 am            | <b>Registration Opens</b>   |
| 8 am–9 am       | <b>Morning Coffee</b>   |
| 9 am–12 pm      | <b>Preconference Sessions (First Half)</b>  |
| Noon–1 pm       | <b>Lunch</b>  |
| 1 pm–4 pm       | <b>Preconference Sessions (Second Half)</b>   |
| 4:30 pm–5:30 pm | <b>Academy Graduation</b>   |
| 6:30 pm         | <b>Registration Closes</b>  |
| 6 pm–7:30 pm    | <b>Welcome Reception, sponsored by the Gaylord Rockies Resort &amp; Convention Center</b> |

## MONDAY, DEC. 9, 2024

|                   |   |
|-------------------|---|
| 7 am              | <b>Registration Opens</b>                                 |
| 7:30 am–8 am      | <b>Morning Coffee</b>                                     |
| 7:30 am–8 am      | <b>Conference Overview &amp; First Timers Orientation</b> |
| 8:15 am–9:15 am   | <b>Welcome and Keynote</b>                                |
| 9:30 am–10:30 am  | <b>Keynote Q&amp;A</b>                                    |
| 9:30 am–11:30 am  | <b>Concurrent Sessions</b>                                |
| 10:45 am–11:45 am | <b>Thought Leader</b>                                     |
| 11:45 am–12:30 pm | <b>Lunch</b>  |
| 12:45 pm–2:45 pm  | <b>Concurrent Sessions</b>                                |
| 12:45 pm–1:45pm   | <b>Table Talks</b>  |
| 2 pm–3 pm         | <b>Table Talks</b>  |
| 3 pm–4 pm         | <b>Sponsor Reception</b>                                  |
| 4:30 pm           | <b>Registration Closes</b>                                |



\* All times are Mountain time

## TUESDAY, DEC. 10, 2024

|                   |                     |
|-------------------|---------------------|
| 7 am              | Registration Opens  |
| 7:30 am–8 am      | Morning Coffee      |
| 8:15 am–9:15 am   | Welcome & Keynote   |
| 9:30 am–10:30 am  | Keynote Q&A         |
| 9:30 am–11:30 am  | Concurrent Sessions |
| 11 am–noon        | Thought Leader      |
| 11:45 am–12:30 pm | Lunch               |
| 12:45 pm–2:45 pm  | Concurrent Sessions |
| 12:45 pm–1:45pm   | Table Talks         |
| 2 pm–3 pm         | Table Talks         |
| 3 pm–4 pm         | Sponsor Sessions    |
| 4 pm              | Registration Closes |

## WEDNESDAY, DEC. 11, 2024

|                  |  |
|------------------|--|
| 8 am             | Registration Opens                       |
| 8 am–8:30 am     | Morning Coffee                           |
| 8:45 am–10:45 am | Concurrent Sessions                      |
| 11 am–11:45 am   | Brunch                                   |
| 11:45 am–1 pm    | Keynote and Q&A (and Conference Wrap-up) |
| 1 pm             | Registration Closes                      |



# THANK YOU TO OUR SPONSORS:

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## RECEPTION WITH CONFERENCE SPONSORS

Monday, Dec. 9, 2024  
3 pm – 4 pm MST

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 Dec. 5, 2024  
3 pm – 4 pm MST

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



# Things to do in Colorado



## *Colorado in December is a vibrant*

tapestry of holiday delights and winter wonders, offering an array of activities to suit every taste. Dive into the thriving culinary scene where cozy eateries beckon with comfort food and rooftop bars against a snow-dusted skyline backdrop. Indulge in local favorites like green chili, flavorful steaks, and craft beer brewed right here in Colorado, creating a culinary journey to remember.

Immerse yourself in the festive spirit with a rich array of holiday events and performances. From enchanting parades to live theater productions, the state comes alive with seasonal cheer throughout December. Catch performances at the Denver Performing Arts Complex or browse the holiday markets for artisanal gifts and European treats. With a full schedule of events, there's something for everyone to enjoy during this magical time of year.

Whether you're seeking outdoor adventure or simply craving a peaceful escape into nature, the Rocky Mountains offer a picturesque backdrop for winter exploration, making Colorado the perfect winter getaway.



# KEYNOTE SPEAKERS:

Refresh your professional spirit with these inspirational keynotes.



14704 | KEY01 | **MONDAY**  
8:15 am – 9:15 am MST

WELCOME & KEYNOTE  
**Frederick Brown**

## Who We Are Shapes How We Learn



Frederick Brown, Learning Forward's president and CEO, believes in the potential to transform our schools and our children's futures by ensuring educators are at their best so students can become their best. Brown knows firsthand how excellent educators can change lives, not just from professional experience, but from his experience as a student transitioning from a diverse urban school to a rural school, where he was one of few students of color. Brown will share the importance of educators recognizing how lived experience — their own and their students — defines who they are and helps them bring the best version of themselves to classrooms, schools, and systems. Drawing on his professional learning experience, including as a sought-after facilitator and author of *Becoming a Learning System* and *The Learning Principal*, Brown will offer insights for educators who aspire to create the conditions that will enable each of their students to thrive.

- ▶ Explore how lived experiences contribute to the version of ourselves that we bring to our classrooms, buildings, and systems;
- ▶ Consider how the Standards for Professional Learning, particularly the equity standards, can guide educators seeking to increase student achievement and well-being; and
- ▶ Celebrate examples of adult learning that contributed to student learning and well-being.

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

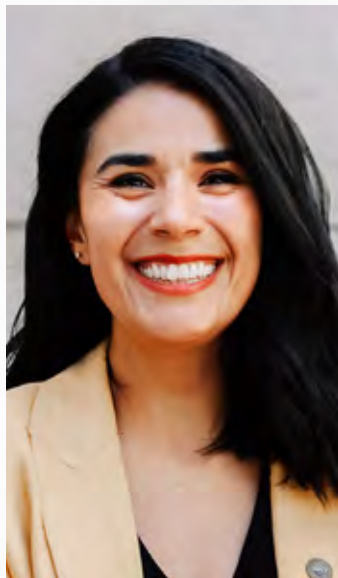
**Areas of Focus:** Equity Practices, Equity Drivers

**Topics:** Differentiated Learning Based on Student Needs/Gifts, Equity, Rural Issues and Settings

14703 | KEY02 | **TUESDAY**  
8:15 am – 9:15 am MST

WELCOME & KEYNOTE  
**Juliana Urtubey**

## Cultivating a Joyous and Just Education for All



Juliana Urtubey, the 2021 National Teacher of the Year, advocates for a joyous and just education for all students. Known as “Ms. Earth” for her efforts to unify the community through gardens, she uses her experiences as a bilingual special education teacher to build inclusive environments. Urtubey serves on President Biden’s Advisory Commission on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics. In her keynote, Urtubey will share student, family, and educator stories that inspired the Joyous and Just Educational Framework. These powerful stories demonstrate what is possible when collective wellness and identity-affirming practices are centered in our educational designs. Educators will be inspired to reflect deeply on how their practice intersects with the principles of the Joyous and Just Educational Framework and what possibility lies ahead in their learning communities.

- ▶ Reflect on how your identity impacts the design of educational spaces;
- ▶ Reflect on how to collectively build spaces of joy and justice; and
- ▶ Dig deeper into your own definitions of joy, justice, belonging, and collective wellness to evaluate and enhance your educational spaces.

**Juliana Urtubey**, Joy and Justice in Education, LLC,  
request@juliana-urtubey.com

**Areas of Focus:** Equity Foundations, Culture of Collaborative Inquiry

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

14706 | KEY03 | **WEDNESDAY**  
11:45 am – 1 pm MST

WELCOME & WRAPUP  
**A.J. Juliani**

## Learning in the AI Age: Meaningful and Relevant Practices



A.J. Juliani, the author of *Adaptable* and founder of Adaptable Learning, is an instructor at the University of Pennsylvania Graduate School of Education Penn Literacy Network and former director of learning and innovation for Centennial School District in Pennsylvania. As a curriculum coordinator, tech director, English teacher, football coach, and K-12 instructional coach, Juliani’s work has centered on innovative learning experiences for schools. His previous books include *Empower*, *Launch*, and *The PBL Playbook*. In his keynote, Juliani will explore using meaningful and relevant practices for teaching and learning in the age of AI and distraction. Merely eliminating distractions will not solve our engagement problem. To teach the whole child, educators need to tap into students’ interests and needs. Discover ways to prepare yourself and your colleagues for the future of teaching and learning with a look at recent research and practical strategies to support a meaningful and relevant focus.

- ▶ Develop a toolbox of activities, tasks, and assessments that are AI-compatible;
- ▶ Identify the key areas that are being impacted by artificial intelligence; and
- ▶ Prepare yourself and your colleagues for a future of teaching and learning with AI tools.

**AJ Juliani**, Adaptable Learning & University of Pennsylvania,  
Graduate School of Education PLN, ajjuliani@gmail.com

**Areas of Focus:** Professional Expertise, Curriculum, Assessment, & Instruction

**Topics:** AI - Artificial Intelligence (the connection between AI and professional learning), Differentiated Learning Based on Student Needs/Gifts, Technology to Enhance Student Learning



## PC01

### SOCIAL, EMOTIONAL, & CULTURAL COMPETENCIES: A FRAMEWORK FOR ACTION

Learn about a framework that supports teaching academic content areas and creating culturally responsive-sustaining classroom and school environments where students succeed and teachers thrive. Learn how the framework is integrated into preservice and inservice settings. Practice using the framework to analyze and enhance your own school or classroom work.

- ▶ Become familiar with the Center for Reaching & Teaching the Whole Child's Social, Emotional, & Cultural Anchor Competencies Framework and its application to classroom practice and school context and culture.
- ▶ Learn how the Minneapolis Public School Academy has woven the framework into the pipeline of teacher readiness and school climate that supports academic achievement and students' and teachers' ability to thrive;
- ▶ Engage in activities that demonstrate how the framework provides a road map to strong teacher preparation, ongoing development, and positive school climate and culture that can impact teacher retention;
- ▶ Discuss what is needed to sustain the integration of social, emotional, and cultural competencies in schools beyond the initial professional learning experience.

**Nancy Markowitz**, Center for Reaching & Teaching the Whole Child, nancy.crtwe@gmail.com

**Dawn White**, Minneapolis Public Schools, dawn.white@mpls.k12.mn.us

**Areas of Focus:** Equity Practices, Equity Foundations

**Topics:** Social Emotional Learning/Health/Wellbeing (SEL/SEH), Teacher Pathways/Pipelines, Transforming School Culture and Climate

## PC02

### RESPONSIVE CURRICULUM DESIGN: CLARITY, COHERENCE, AND CHALLENGE

Discover the transformative potential of responsive curriculum design in this dynamic session, where we delve into strategies for meeting the diverse needs of today's learners. Learn how to create adaptable learning pathways that foster inclusivity, engagement, and academic success. Leave empowered with practical tools and insights to revolutionize your curriculum approach and cultivate a responsive learning environment.

- ▶ Understand the principles of responsive curriculum design needed to promote opportunities to learn by infusing rigorous content with an assets-based approach;
- ▶ Be equipped with practical strategies for designing and implementing flexible curriculum structures that promote inclusivity and engagement; and
- ▶ Apply principles and tools to develop customized learning experiences tailored to students' needs, ultimately enhancing student learning.

**Douglas Fisher**, San Diego State University, dfisher@sdsu.edu

**Nancy Frey**, San Diego State University, nfrey@sdsu.edu

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

**Topics:** Curriculum-based professional learning with high-quality instructional materials & student performance standards, Equitable Access and Outcomes

## PC03

### TRANSFORM INSTRUCTION WITH CULTURALLY RESPONSIVE-SUSTAINING PEDAGOGY

Explore the what, why, and how of culturally responsive-sustaining pedagogy. Learn how to integrate the principles of cultural competence, critical consciousness, and cognitive capacity development in ways that lead to transformational learning experiences for students. Design and showcase a liberatory unit or project and get feedback and critique from peers. Leave with units or projects ready to implement in your own educational setting.

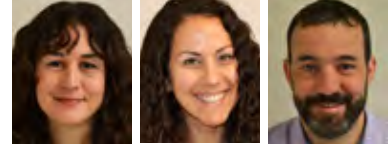
- ▶ Gain the knowledge and skills to design units or projects that foster transformative learning experiences for students;
- ▶ Have tangible units or projects ready for implementation;
- ▶ Internalize liberatory practices and integrate them into their teaching approaches; and
- ▶ Be equipped to lead conversations and initiatives within their educational communities, advocating for and implementing practices that honor the whole humanity of young people.

**Michelle Pledger**, Living for Liberation/High Tech High Graduate School of Education, mpledger@hthgse.edu

**Curtis Taylor**, High Tech High Graduate School of Education, cutaylor@hthgse.edu

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

**Topics:** Culturally Responsive Pedagogy, Design Thinking/Human-Centered Design, Efficacy (Teacher/Leader, Collective, Self)



PC04

**COACHING TO SHIFT ATTITUDES, BELIEFS, AND PRACTICES**

Develop your coaching expertise beyond the basics to a more advanced understanding of how to coach in ways that shift clients' beliefs, attitudes, and practices, including having difficult conversations. Explore tools, structures, and protocols to move the focus from teacher behaviors to transforming teachers' practice by examining their beliefs and testing their assumptions. Experience coaching and being coached around authentic thorny scenarios in a safe laboratory setting.

- ▶ Explore tools, structures, and protocols to move the focus from teacher behaviors to transforming teachers' practice by examining their beliefs and testing their assumptions;
- ▶ Develop your capacity (knowledge, skills, dispositions, and practices) to deepen your expertise to impact learning through coaching even when it's a difficult conversation;
- ▶ Practice coaching in a laboratory setting with a client who is facing an authentic challenge with the intent to shift their perspectives and thinking about the situation; and
- ▶ Experience being coached about a challenge you are encountering in a safe space.

**Heather Clifton**, Clifton and Associates, hlclifton@gmail.com

**Andrea Gautney**, Learning Forward Texas, agautney21@icloud.com

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

**Topics:** Coaching, Continuous Improvement Cycles, Educator Effectiveness

PC05

**ASSESSING THE IMPACT: EVALUATING PROFESSIONAL LEARNING**

Explore an eight-step process for measuring the quality, effectiveness, and impact of professional learning. See how to assess the evaluability of a program, formulate evaluation questions, and construct an evaluation framework that includes data sources, data collection methods, and data analysis. Learn to apply the process to create a plan for evaluating your own professional learning programs. Participants will receive a copy of *Assessing Impact: Evaluating Professional Learning*.

- ▶ 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 your 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

PC06

**DATA FOR LIBERATION: MOVING BEYOND THE NUMBERS**

Reimagine how data gets used in schools so that we can disrupt inequitable patterns and create more lively, loving, learning school environments for Black and Brown students. Identify what's getting in the way of using data for liberation (e.g., racial bias, an over reliance on testing, or not adopting a systems view). Learn how to facilitate more equity-focused conversations about data so you can bring about meaningful change.

- ▶ Explore how our current systems are designed to create obstacles to using data for liberation;
- ▶ Discover the nuanced stories hiding in your data;
- ▶ Reimagine how data informs equity-focused change initiatives; and
- ▶ Facilitate more equitable conversations around data so you can translate data insights into action.

**Sarah May**, Partners in School Innovation, smay@partnersinschools.org

**Saneer Nashashibi**, Partners in School Innovation, snashashibi@partnersinschools.org

**Jesse Roe**, Partners in School Innovation, jroe@partnersinschools.org

**Areas of Focus:** Evidence, Equity Drivers  
**Topics:** Continuous Improvement Cycles, Equity, Evaluation and Impact

**CATEGORY COLOR CODES**

- RIGOROUS CONTENT FOR EACH LEARNER
- TRANSFORMATIONAL PROCESSES
- CONDITIONS FOR SUCCESS



**PC07**

## DOES IT MAKE A DIFFERENCE? EVALUATING PROFESSIONAL LEARNING

Discover practical and efficient ways to determine the effects of professional learning on teaching practices and student learning outcomes. Learn how to design professional learning experiences that target context-specific improvements. Develop strategies for gathering crucial evidence on those experiences to verify results and guide future improvement efforts.

- ▶ Explore factors trustworthy evidence shows do and do not contribute to the effectiveness of professional learning;
- ▶ Learn the five levels of evidence that are essential in evaluating professional learning practices and experiences; and
- ▶ Develop strategies for planning effective professional learning experiences that impact teaching practices and result in improved student performance.

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

**Areas of Focus:** Evidence, Resources

**Topics:** Educator Effectiveness, Evaluation and Impact, Professional Learning Research

**PC08**

## BREATHE NEW LIFE INTO ADULT LEARNING

Explore the principles of high-quality adult learning to promote system-level change. Examine learning structures that will breathe life into your organization while teaching and transforming the attitudes, perceptions, and learning of all stakeholders. Gain a system-level view of what adult learning is and what it could be. Construct and evaluate fresh, inspired professional learning for all.

- ▶ Co-create and design an innovative continuum of adult learning constructs aligned to the Standards for Professional Learning;
- ▶ Identify powerful structures for each of the adult learning constructs and unique ways to reimagine time for them;
- ▶ Align science of learning principles to craft inspirational learning experiences for adult learners; and
- ▶ Create a tool for providing high-quality feedback on various professional learning designs.

**Peter Carpenter**, Harford County Public Schools, Central Services, [Peter.Carpenter@hcps.org](mailto:Peter.Carpenter@hcps.org)

**Ronald Wooden**, Harford County Public Schools, Old Post Road Elementary School, [Ronald.Wooden@hcps.org](mailto:Ronald.Wooden@hcps.org)

**Areas of Focus:** Learning Designs, Leadership

**Topics:** Design Thinking/Human-Centered Design, Models of Professional Learning, Professional Learning Resources: People, Time, Funding

**PC09**

## MENTORING NEW TEACHERS: A LEARNING CYCLE APPROACH

Examine and apply strategies from a mentoring cycle focused on diagnosing new teacher needs, providing coaching support to address those needs, and monitoring progress to measure growth and evaluate impact. Learn and practice skills to build strong relationships and communicate effectively with beginning teachers. Apply adult learning theory and understanding of new teacher mindset to the mentoring role. Design and implement a mentoring support plan that grows new teachers; knowledge and skills

- ▶ Learn the “why” behind mentoring and the impact mentoring can have on new teachers
- ▶ Understand and apply mentor roles, responsibilities, expectations, and key attributes in their work with new teachers
- ▶ Recognize and apply strategies from the Mentor Cycle framework for developing new teachers’ knowledge and skills
- ▶ Apply tools and strategies that establish trust between a mentor and a new teacher to build strong, learning-focused relationships

**Leslie Ceballos**, Richardson Independent School District, Brentfield Elementary, [leslie.hirsh@gmail.com](mailto:leslie.hirsh@gmail.com)

**Tom Manning**, Learning Forward, [tom.manning@learningforward.org](mailto:tom.manning@learningforward.org)

**Areas of Focus:** Learning Designs, Leadership

**Topics:** Continuous Improvement Cycles, Induction and Mentoring, Teacher (or Educator) Retention and Recruitment

**CATEGORY COLOR CODES**

- RIGOROUS CONTENT FOR EACH LEARNER
- TRANSFORMATIONAL PROCESSES
- CONDITIONS FOR SUCCESS



PC10

**POWERFUL PRACTICES FOR PROFESSIONAL LEARNING**

Learn how to design high-quality, interactive, and relevant professional learning that can escalate changes in educator practice leading to improved student outcomes. Explore the specific learning needs of adults while experiencing a plethora of highly engaging processes to ensure those needs are met, all while extending your understanding of quality professional learning design. Collaborate with peers using a learning design template that can up your game in quality design.

- ▶ Explore a framework for designing and facilitating powerful professional learning that is directly aligned to the Standards for Professional Learning;
- ▶ Experience a learning environment that meets the physical, social/relational, and learning needs of adults;
- ▶ Engage with facilitators as they model brain-friendly strategies that capture and hold learners' attention and increase retention; and
- ▶ Prepare to use tools provided in the session for the future design of high-quality professional learning.

**Terri Iles**, Learning Forward Texas, tiles@learningforwardtexas.org

**Trish Hinze**, Learning Forward Texas, thinze@learningforwardtexas.org

**Areas of Focus:** Learning Designs, Resources

**Topics:** Educator Effectiveness, Facilitation, Models of Professional Learning

PC11

**FOUNDATIONAL COACHING SKILLS FOR EDUCATORS, SCHOOL LEADERS, AND STAFF**

Acquire coaching skills based on International Coach Federation core competencies. Enhance communication and self-reflection abilities to enable participants to foster stronger relationships, achieve higher levels of productivity, and experience greater fulfillment in both their work and personal lives. Discern and leverage a coaching mindset and stance for a variety of contexts.

- ▶ Apply coaching skills, tools, and activities to a variety of situations;
- ▶ Demonstrate foundational coaching skills; and
- ▶ Explore ways to leverage a coaching mindset in a variety of contexts.

**Jen Lara**, Anne Arundel Community College, Lara Training, LLC, Anne Arundel Community College, jenglara@gmail.com

**Dan Baum**, Anne Arundel Community College, Baum Leadership Consulting, Anne Arundel Community College, baumleadershipconsulting@gmail.com

**Areas of Focus:** Implementation, Culture of Collaborative Inquiry

**Topics:** Coaching, Instructional Coaching/ Instructional Specialist/ Instructional Strategist, Leadership Coaching

PC12

**GOALS AND TEACHING STRATEGIES FOR INSTRUCTIONAL COACHES**

Learn how to set goals and identify strategies to hit those goals. Focus on gathering data for goal setting and creating an instructional playbook to identify the highest-impact teaching strategies for helping teachers hit their goals. 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.

- ▶ Explore a research-based coaching cycle that can be used in professional practice;
- ▶ Learn about PEERS goals and what research says about goal setting;
- ▶ Determine how to gather engagement and achievement data that can be used for goal setting; and
- ▶ Understand why instructional playbooks are essential and how to create one.

**Recommended book:** <https://instructional-coaching-group.myshopify.com/products/the-definitive-guide-to-instructional-coaching>

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

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

**Topics:** Data-Driven Decision Making, Implementation, Instructional Approaches



## PC13

### REFRAMING RESISTANCE: CHANGE LEADERSHIP FOR THE REAL WORLD

Explore what's really behind resistance that causes your change initiatives to result in less impact than you'd hoped. Analyze why some individuals face change fearlessly while others prefer the comfort of the status quo. Learn ways to ensure that your improvement plans aren't stalled or sabotaged.

- ▶ Understand the types of change initiatives we lead and the response and stress resulting from each type;
- ▶ Examine the reasons why individuals may appear resistant to supporting and enacting better practices; and
- ▶ Learn to maintain a supportive partnership role that communicates respect while still resulting in widespread change and impact.

**Sharron Helmke**, Learning Forward, sharron.helmke@learningforward.org

**Areas of Focus:** Implementation, Equity Foundations

**Topics:** Change Theory/Management, Educators in Crisis, Instructional Coaching/ Instructional Specialist/Instructional Strategist, Leadership Coaching, Personalized Learning (Educators and Students), Transforming School Culture and Climate

## PC14

### A CASE FOR DIGNITY: HELPING PEOPLE THRIVE

Explore ways to create an environment within which everyone can learn. Gain clarity on dignity, the essential condition for healthy school, classroom, and work cultures. Learn how to create an accountability system for dignity and, as a result, confront disproportionality and bring belonging, engagement, and performance to new heights.

- ▶ Deepen knowledge of dignity and belonging;
- ▶ Acquire an improvement process to ensure accountability for providing the conditions that people need to thrive in work and in school; and
- ▶ Enhance capabilities to collect and use perception data to identify a problem of practice and address the problem with dignifying actions to ensure people have the opportunity to perform at their best.

**Floyd Cobb**, Dignity Consulting, fcobb2@yahoo.com

**John Krownapple**, Dignity Consulting, john@dignityconsulting.com

**Areas of Focus:** Equity Foundations, Equity Practices

**Topics:** Continuous Improvement Cycles, Data-Driven Decision Making, School Improvement/Reform

## PC15

### DISRUPTING INEQUITY WITH LIBERATORY DESIGN

Learn about a community-empowered, equity-centered design process that is transforming education in Long Beach Unified School District. Explore how this approach addresses the accumulated historical impact of education on Black students. Practice applying the mindsets and modes of Liberatory Design to a systemic problem of practice in your context to reimagine inequitable processes and structures to allow students to reach their fullest potential.

- ▶ Practice applying the mindsets and modes of Liberatory Design to a systemic problem of practice in your context;
- ▶ Imagine ways to build leadership models that are inclusive, liberatory, and collaborative; and
- ▶ Learn practical and meaningful ways to engage the community in co-designing solutions to local equity challenges.

**Nader Twal**, Long Beach Unified School District, NTwal@lbschools.net

**Jill Baker**, Long Beach Unified School District, JBaker@lbschools.net

**Pamela Lovett**, Long Beach Unified School District, PLOvett@lbschools.net

**Areas of Focus:** Equity Foundations, Equity Drivers

**Topics:** Design Thinking/Human-Centered Design, Leadership Development / Continued Leadership Development, Racial Equity

#### CATEGORY COLOR CODES

- RIGOROUS CONTENT FOR EACH LEARNER
- TRANSFORMATIONAL PROCESSES
- CONDITIONS FOR SUCCESS





PC16

**HEALTHY TEACHERS, HAPPY CLASSROOMS**

Identify the factors that contribute to teacher burnout. Learn how to support teachers to determine purpose and restore their passion for teaching. Explore 12 brain-based principles for avoiding burnout, increasing optimism, and supporting physical well-being.

- ▶ Discover the correlation between humor, optimism, games, and increased immunity;
- ▶ Gain understanding of the importance of quality nutrition, exercise, and sleep to support physical well-being; and
- ▶ Learn how to create a classroom that engenders optimal student success.

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

**Areas of Focus:** Equity Foundations, Leadership

**Topics:** Educators in Crisis, Efficacy (Teacher/Leader, Collective, Self), Social Emotional Learning/Health/Wellbeing (SEL/SEH)



PC17

**BECOMING A LEARNING TEAM**

Learn to maximize collaborative learning time to solve student learning challenges by implementing a five-stage cycle of professional learning. 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 instruction and what that means for student and educator learning goals. Participants will receive a copy of *Becoming a Learning Team*.

- ▶ Make the connection between collaborative, teacher-led learning and improved instruction and student 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;
- ▶ Support the meaningful implementation of high-quality instructional materials through team learning;
- ▶ 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](mailto:john.eyolfson@learningforward.org)

**Kellie Randall**, Cherry Creek School District, [kellierandall250@gmail.com](mailto:kellierandall250@gmail.com)

**Areas of Focus:** Culture of Collaborative Inquiry, Learning Designs

**Topics:** Continuous Improvement Cycles, Data-Driven Decision Making, Professional Learning Communities (PLCs)



PC18

**CONTINUOUS IMPROVEMENT IS PROFESSIONAL LEARNING**

Explore the components of systemwide continuous improvement, a high-impact design for educator professional learning that leads to changes in student achievement. Engage in structured conversations to reflect on the strategies and actions taken to apply cycles of continuous improvement to address problems of practice. Articulate next steps to demonstrate shared responsibility for improving learning for all students. Learn how to advocate for continuous improvement as an effective form of professional learning .

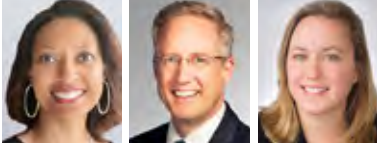
- ▶ Learn the high-leverage actions and behaviors associated with systemwide continuous improvement;
- ▶ Reflect on the strategies and actions taken to apply cycles of continuous improvement to address problems of practice;
- ▶ Describe the next steps to demonstrate shared responsibility for improving learning for all students; and
- ▶ Align the practices of high-quality professional learning and collaborative continuous improvement to advocate for the use of continuous improvement in all learning environments.

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

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

**Areas of Focus:** Culture of Collaborative Inquiry, Implementation

**Topics:** Collaborative Inquiry, Comprehensive System Improvement/Reform, Learning Networks



## PC19

### EXPLORE STANDARDS FOR PROFESSIONAL LEARNING

Explore the Standards for Professional Learning with Learning Forward's standards team. Learn how the standards guide and support high-quality learning systems and provide high-quality professional learning for individuals and teams. Gain strategies for designing engaging, high-quality professional learning, and examine aspects of a comprehensive system that produces effective learning for educators in all roles and at all levels. Participants will receive a copy of *Standards for Professional Learning*.

- ▶ Gain a deep understanding of the content and structure of the Standards for Professional Learning;
- ▶ Apply the concepts in the standards to your role, responsibilities, and context by engaging in interactive and collaborative activities; and
- ▶ Leave with strategies and resources that support individual and collaborative professional learning growth around the standards.

**Machel Mills-Miles**, Learning Forward, [machel.mills-miles@learningforward.org](mailto:machel.mills-miles@learningforward.org)

**Paul Fleming**, Learning Forward, [paul.fleming@learningforward.org](mailto:paul.fleming@learningforward.org)

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

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

**Topics:** Professional Learning Basics, Professional Learning Resources: People, Time, Funding

## PC20

### HAVING HARD CONVERSATIONS

Explore strategies you can use to have productive yet challenging conversations. Gain insight into conflict and interpersonal communication. Learn how to create action plans and use scripting tools that foster humane and growth-producing conversations while avoiding trigger words that put others on the defensive.

- ▶ Identify why we hesitate to have hard conversations;
- ▶ Consider questions to ask ourselves before we choose to speak up;
- ▶ Articulate in professional language the topic we want to address; and
- ▶ Determine the goals of the conversation and write an action plan of support.

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

**Areas of Focus:** Leadership, Culture of Collaborative Inquiry

**Topics:** Change Theory/Management, Leadership Coaching, Leadership Development / Continued Leadership Development

## PC21

### THE TRUE CHALLENGE OF LEADERSHIP

Join former principal Pete Hall in an investigation of the true challenge of leadership: How do we best lead our people? Equip yourself with the strategies and mindsets to effectively lead those under your charge. Explore practical tools and applicable protocols and engage in opportunities to collaborate and reflect.

- ▶ Embrace the fundamental truths of leadership;
- ▶ Collaborate to build a common vision of leadership practices and outcomes; and
- ▶ Explore a model of capacity building that meets the needs of individual team members in the pursuit of excellence.

**Pete Hall**, EducationHall, LLC, [petehall@educationhall.com](mailto:petehall@educationhall.com)

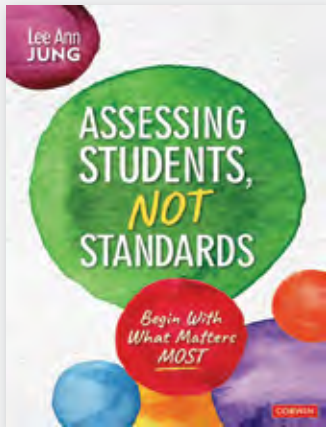
**Areas of Focus:** Leadership, Equity Foundations

**Topics:** Leadership Development / Continued Leadership Development, School Improvement/Reform, Teacher Leadership

#### CATEGORY COLOR CODES

- RIGOROUS CONTENT FOR EACH LEARNER
- TRANSFORMATIONAL PROCESSES
- CONDITIONS FOR SUCCESS

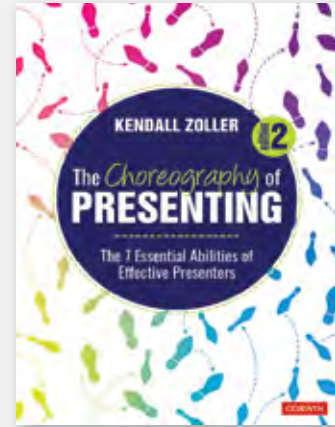
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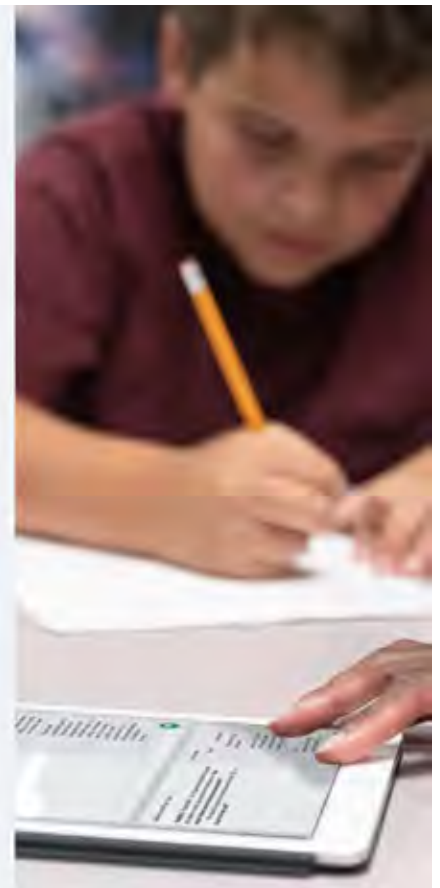
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# REGISTRATION INFORMATION:

| Early Bird Registration<br>4/1 - 7/1          |        | Sunday | Monday | Tuesday | Wednesday |
|---|--------|--------|--------|---------|-----------|
|   | Member | \$366  | \$319  | \$319   | \$267     |
| Non-member                                    | \$466  | \$419  | \$419  | \$367   |           |
| Early Registration<br>7/2 - 11/4              |        | Sunday | Monday | Tuesday | Wednesday |
|   | Member | \$381  | \$334  | \$334   | \$282     |
| Non-member                                    | \$481  | \$434  | \$434  | \$382   |           |
| Regular & Onsite Registration<br>11/5 - 12/11 |        | Sunday | Monday | Tuesday | Wednesday |
|   | Member | \$396  | \$349  | \$349   | \$297     |
| Non-member                                    | \$496  | \$449  | \$449  | \$397   |           |

TO REGISTER FOR LEARNING FORWARD'S 2024 ANNUAL CONFERENCE, **PLEASE COMPLETE THE REGISTRATION FORM.**

## HOTEL & TRAVEL INFORMATION

### Book now for best availability!

Standing at the edge of the Front Range, Gaylord Rockies Resort & Convention Center showcases the state's alpine charm and offers guests a welcome reprieve from the typical mountain resort stays. Relax with stunning mountain views. Enjoy delicious restaurants, a world-class spa, seasonal events, and entertainment.

Please note that conference dates are December 8-11, but the hotel block discount is extended from December 4-12 for your convenience.

Rooms are limited, so please reserve yours before they sell out. Reservations may be canceled up to 72 hours before the event without penalties.

## CONSENT TO USE PHOTOGRAPHIC IMAGES

Registration and attendance at, or participation in, Learning Forward's 2024 Annual Conference and other activities, constitutes an agreement by the registrant to Learning Forward's use and distribution (both now and in the future) of the registrant's or attendee's image or voice in photographs, videotapes, electronic reproductions, and/or audiotapes of such events and activities.

## 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.

## CONFIRMATION

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

## REGISTRATION FORM

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

**SECTION 2** - Registration questions.

**SECTION 3** - Select and total conference fees.

**SECTION 4** - Membership fees.

**SECTION 5** - Total and payment. Fees are payable by check, Visa, AMEX, MasterCard, Discover, or purchase order. Learning Forward will invoice your school/district on the purchase order upon receipt. Payment of the invoice must be received before the conference.

## CANCELLATION AND CHANGE POLICY

A \$50 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2024, to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2024. No refunds will be issued for cancellations received after Nov. 19, 2024. Learning Forward reserves the right to process refunds after the conference concludes. To transfer registration, make changes to payment method, or reduce or change days attending, email [christy@learningforward.org](mailto:christy@learningforward.org) or call **800-727-7288**. A \$25 handling fee will be assessed.

## HEALTH AND SAFETY ACKNOWLEDGEMENT

Event participants are expected to follow health and safety recommendations from the CDC or federal, state, and county authorities.

## 4 WAYS TO REGISTER

1

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

2

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

3

**FAX:**  
513-523-0638

4

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

REGISTRATIONS ARE ACCEPTED BY MAIL, FAX, OR SCAN. ALL REGISTRATIONS REQUIRE PAYMENT FOR PROCESSING.

# REGISTRATION FORM:

|   |   |  |   |
|---|---|--|---|
| <h1 style="font-size: 48px; margin: 0;">1</h1> <p><b>ONLINE:</b><br/>conference.learningforward.org</p> | <h1 style="font-size: 48px; margin: 0;">2</h1> <p><b>MAIL:</b><br/>Learning Forward<br/>Conference Registration<br/>504 S. Locust Street<br/>Oxford, OH 45056</p> | <h1 style="font-size: 48px; margin: 0;">3</h1> <p><b>FAX:</b><br/>513-523-0638</p> | <h1 style="font-size: 48px; margin: 0;">4</h1> <p><b>SCAN:</b><br/>office@learningforward.org</p> |
|---|---|--|---|

## 01 | REGISTRATION DATA:

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

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

Last Name \_\_\_\_\_

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

Position \_\_\_\_\_

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

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

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

Is this address:  business  home

Cell Phone (required) \_\_\_\_\_

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

### Please select a size for your complimentary t-shirt.

Size options: XS, S, M, L, XL, 2XL, 3XL, 4XL

I do not wish to receive a t-shirt

**Health and Safety Acknowledgement:** I agree to follow health and safety recommendations from the CDC or federal, state, and county authorities.

## 02 | PLEASE CHECK (✓)

- |   |  |   |  |                                      |   |   |  |                                 |                                |  |                                     |
|---|--|---|--|--------------------------------------|---|---|--|---------------------------------|--------------------------------|--|-------------------------------------|
| <p><input type="checkbox"/> I am willing to volunteer for 2-3 hours during the conference.</p> <p><input type="checkbox"/> I am a presenter</p> <p><input type="checkbox"/> This is my first Learning Forward conference</p> <p><input type="checkbox"/> Check here if you do not wish to have special promotional material sent to you from our conference vendors.</p> <p><input type="checkbox"/> Special access requirements:<br/>_____</p> | <p><input type="checkbox"/> Special dietary needs: <i>Check all that apply.</i></p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Dairy/Lactose Free</td> <td><input type="checkbox"/> No beef or pork</td> </tr> <tr> <td><input type="checkbox"/> Gluten Free</td> <td><input type="checkbox"/> Nut Free/Nut Allergy</td> </tr> <tr> <td><input type="checkbox"/> Halal-Certified Food</td> <td><input type="checkbox"/> Shellfish Allergy</td> </tr> <tr> <td><input type="checkbox"/> Kosher</td> <td><input type="checkbox"/> Vegan</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Vegetarian</td> </tr> </table> <p><small><i>We will not be able to accommodate special dietary needs received after Nov. 15, 2024.</i></small></p> | <input type="checkbox"/> Dairy/Lactose Free | <input type="checkbox"/> No beef or pork | <input type="checkbox"/> Gluten Free | <input type="checkbox"/> Nut Free/Nut Allergy | <input type="checkbox"/> Halal-Certified Food | <input type="checkbox"/> Shellfish Allergy | <input type="checkbox"/> Kosher | <input type="checkbox"/> Vegan |  | <input type="checkbox"/> Vegetarian |
| <input type="checkbox"/> Dairy/Lactose Free   | <input type="checkbox"/> No beef or pork   |   |  |                                      |   |   |  |                                 |                                |  |                                     |
| <input type="checkbox"/> Gluten Free  | <input type="checkbox"/> Nut Free/Nut Allergy  |   |  |                                      |   |   |  |                                 |                                |  |                                     |
| <input type="checkbox"/> Halal-Certified Food   | <input type="checkbox"/> Shellfish Allergy   |   |  |                                      |   |   |  |                                 |                                |  |                                     |
| <input type="checkbox"/> Kosher   | <input type="checkbox"/> Vegan   |   |  |                                      |   |   |  |                                 |                                |  |                                     |
|   | <input type="checkbox"/> Vegetarian  |   |  |                                      |   |   |  |                                 |                                |  |                                     |

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### CONSENT TO USE PHOTOGRAPHIC IMAGES

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## 03 | REGISTRATION FEES:

Select the days that apply and fill in amount.

|  | MEMBER   | NONMEMBER |
|--|----------|-----------|
| <input type="checkbox"/> <b>Sunday Preconference</b> .....                       | \$ _____ | \$ _____  |
| <small>Choose Sunday preconference session. _____ One selection per day.</small> |          |           |
| <input type="checkbox"/> <b>Monday Conference</b> .....                          | \$ _____ | \$ _____  |
| <input type="checkbox"/> <b>Tuesday Conference</b> .....                         | \$ _____ | \$ _____  |
| <input type="checkbox"/> <b>Wednesday Conference</b> .....                       | \$ _____ | \$ _____  |
| <input type="checkbox"/> <b>\$100 off 4-day Registration</b> .....               | \$ _____ | \$ _____  |
| <input type="checkbox"/> <b>Group Discount</b> .....                             | \$ _____ | \$ _____  |
| <small>Group Discount Code _____</small>   |          |           |
| <b>SUBTOTAL</b> .....  | \$ _____ | \$ _____  |

## 04 | MEMBERSHIP PRICES:

Join, renew, or upgrade your membership.

- Digital membership** ..... \$75 \_\_\_\_\_
- Standard membership** ..... \$118 \_\_\_\_\_
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These are one-year memberships. Go to [www.learningforward.org/membership/](http://www.learningforward.org/membership/) for a complete description of membership benefits.

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

## 05 | TOTAL & PAYMENT:

Add 3 and 4

|   |          |
|---|----------|
| <p><span style="border: 1px solid black; padding: 0 2px;">3</span> <b>Subtotal registration</b> .....</p> | \$ _____ |
| <p><span style="border: 1px solid black; padding: 0 2px;">4</span> <b>Subtotal membership</b> .....</p>   | \$ _____ |
| <b>TOTAL</b> \$ _____   |          |

**FEES ARE PAYABLE BY:**  MasterCard  Visa  Discover  AMEX  
 Check  Purchase order (*bill me later*) **\*This pricing ends 7/1/24**

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

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

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

Signature \_\_\_\_\_

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

Fees for Sunday, Monday, and Tuesday include lunch and Wednesday includes brunch. Registration includes admission to all public receptions.





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[ NEW ]

# Standards Assessment Inventory

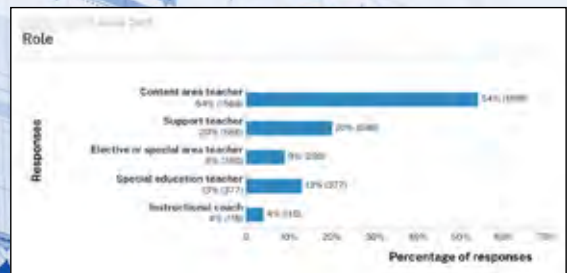
Learning Forward's Standards Assessment Inventory (SAI) is a valid and reliable survey administered to instructional staff that measures alignment of school and system practices to the Standards for Professional Learning.

The SAI provides crucial data on professional learning in your schools to help you identify needs, maximize resources, and focus on areas of greatest priority to improve teaching and students' success.

For more information on the SAI, contact Tom Manning, senior vice president, professional services, Learning Forward, at [tom.manning@learningforward.org](mailto:tom.manning@learningforward.org).



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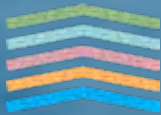
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2024 Learning Forward Annual Conference



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