

LEARNING FORWARD'S 2021 VIRTUAL CONFERENCE

DECEMBER 5-7, 2021

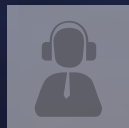
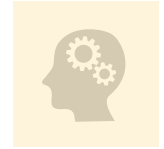
VIRTUAL | *learningforward* 
2021 **ANNUAL**
CONFERENCE
DEC. 5-7, 2021



SHIFT
YOUR PERSPECTIVE



POWER UP
YOUR EXPERTISE



TRANSFORM
YOUR PRACTICE



IMPROVE RESULTS



conference program

conference.learningforward.org / [#learnfwd21](https://twitter.com/learnfwd21)

TRANSFORMATION

LEARNING FORWARD'S 2021

VIRTUAL CONFERENCE

DECEMBER 5-7, 2021



JOELLEN KILLION



GLORIA LADSON-BILLINGS



KYLE SCHWARTZ



JAL MEHTA



MARCIA TATE

THIS IS THE CONFERENCE FOR FINDING THE EVIDENCE-BASED PRACTICES YOUR DISTRICT NEEDS.

Prioritizing educator learning is the first step to strategic recovery and acceleration for district and building leaders. The Learning Forward Virtual Conference is the place to begin. Putting a spotlight on learning supports educators and students alike.

Transformation is in reach when learning leaders create professional learning systems to implement ongoing, evidence-based changes to teaching and learning. Districts in the U.S. have access to American Rescue Plan funds to advance transformation. Learning Forward's Virtual Conference – which qualifies for ARP dollars – is the place for education leaders to learn about the professional learning systems essential to implementing ongoing, evidence-based changes to teaching and learning.

Inside this program you will find more than 100 sessions, brought to you by top experts including Thomas Guskey, Marcia Tate, Michael Fullan, Zaretta Hammond, Nancy Frey, Doug Fisher, Joellen Killion, Jim Knight, and many more!

No matter what you have planned this year, this is THE conference to learn about best practices and strategic thinking for both short- and long-term initiatives.





Transformation begins here.

We've seen what you're capable of and you are amazing! Educators across the globe have demonstrated time and time again how their perseverance and expertise continue to propel schools and systems forward, no matter what obstacles they face.

Let Learning Forward and our inspiring cadre of speakers and facilitators take your learning to new levels at this year's Virtual Conference. Our theme this year – Transformation – signals the great ambitions we all share for how professional learning can accelerate success in schools. We have confidence that this conference will spark transformations thanks to the quality of the program and the critical themes you'll explore in each session. And we know that transformation happens only because you, in collaboration with your colleagues and communities, take what you learn and make meaning to solve each of your pressing challenges through innovation and lasting impact.

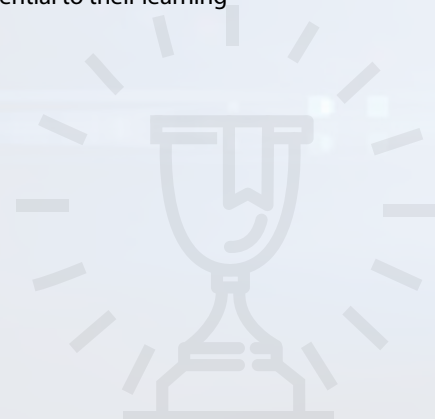
Schedule time for your learning in December. Our virtual platform offers a space to gain new knowledge, forge lasting connections, and reflect in collaboration with peers from around the world. While we can't wait to meet in person as soon as possible, we hope you'll take advantage of the opportunity to reach out from your laptop or tablet to join us online.

Each year we hear from attendees that Learning Forward's conference is where they find "their people" – the educators who prioritize continuous learning as the key to real improvement. Come meet your people online. You are essential to their learning just as they are essential to yours. We hope you'll join us.

We look forward to learning with you soon.

Wendy Robinson
President, Board of Trustees

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A NOTE FROM THE HOST COMMITTEE CHAIR



Welcome to Learning Forward's 52nd Annual Conference. Our theme for this year is **transformation**. Education has experienced tremendous transformation due to the impact of the global pandemic. We are thankful for educators from across the country for transforming the student learning experience and making an impact on the lives of students and families.

This conference will be a virtual experience that will elevate your expertise.

This year especially, the theme of transformation parallels our shared experiences as we respond to the immediate needs of educators and students during challenging times. The learning **shifts your perspective, powers up your expertise, transforms your practice, and ultimately improves the broader results of your work.**

The conference committee and the Learning Forward team have been working countless hours to provide a wide range of engaging learning experiences for you to enjoy during this conference. We hope that you take time to collaborate with your colleagues and participate in meaningful conversations with educators from around the world. I know each of you will learn at least one transformational and impactful practice that will improve the results of your work.

Please explore the interactive virtual platform throughout the conference. Join our conference sponsors to learn about their latest products and services. The conference will have a variety of engaging activities to support your networking

2021 CONFERENCE HOST COMMITTEE

			
ANDREA LAROCCA	ANN SUMMERS	CHARLENE COBB	DONNA JAMES
			
ELLYNOR MARTINEZ	HEATHER FLICK	JEF FUGITA	JENNIFER SHELDON
			
JIM CURRAN	JOHN EYOLFSON	KELLY WARREN	MARSHA CODY
			
MELISSA OVERBOE	RHONDA NAYLOR	ROBERTA REED	

with other attendees. The conference will also offer on-demand content to extend your learning during and after the conference. We value your time and believe that providing additional time to view conference sessions is essential for deeper learning.

We are transforming virtual learning experiences. Join us to learn how high-quality professional learning can transform practice and student results.

Jef Fugita, Host Committee Chair
#learnfwd21



ABOUT THE CONFERENCE



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

As the only membership association solely focused on effective professional learning for K-12 educators, Learning Forward serves more than 70,000 members and subscribers and 32 affiliates while simultaneously influencing the broader education field. Learning Forward works at all levels of the education system.

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

- Develop **solutions to challenges** for all educators;
- Strengthen **professional learning systems** at all levels;
- Explore best practices to create and sustain **equity and excellence** in teaching and learning every day;
- Be part of a **global community of learners**; and
- Gain **valuable connections**, tools, learning opportunities, and strategies.

FIRST TIMERS ORIENTATION

Learning Forward and the Rockies Host Committee will host two First Timers Orientations:

**Thursday, Dec. 2 from
5:00-5:30pm Eastern/4:00-4:30 Central/3:00-3:30 Mountain**

**Saturday, Dec. 4 from
10:00-10:30am Eastern/9:00-9:30 Central/8:00-8:30 Mountain**

JOIN US TO LEARN MORE ABOUT

- Understanding the conference agenda
- Navigating the conference platform
- Ways to engage virtually
- Visiting the sponsors and Learning Forward space
- Utilizing the Transformation Tool Kit
- Changing sessions
- Social media

Get answers to your questions live during our Q&A.

[More details coming soon via the conference website.](#)

WHY YOU SHOULD ATTEND:



Leading practitioners sharing valuable resources to meet your professional learning needs



Inspirational keynotes and thought leaders



Preconference sessions that provide extended time for learning



Networking opportunities

WHO SHOULD ATTEND:

- Central office administrators
- Superintendents
- Policymakers and decision-makers
- Coaches and teacher leaders
- School-based learning teams
- Principals and assistant principals
- Higher education faculty and staff
- State and regional agency personnel
- Technical assistance providers
- Graduate students



"I was able to attend sessions and keynotes! I have so many notes and resources and book suggestions to add to my booklist. What an incredible conference and opportunity to learn and grow. I am so grateful."

— Cameo Kendrick, NEA Aspiring Educators Chair, (KY)



Classroom transformation starts with professional learning.

The more than 3 million members of the National Education Association are deeply committed to the success of every student. Together with families, students, lawmakers, and community organizations, we work to ensure that every student has qualified, committed and caring educators, and that our nation invests in the right classroom priorities. Visit www.nea.org/teacherquality to learn more about NEA's vision for teacher professional growth, as well as specific activities and programs to help teachers help every student.





CONFERENCE AGENDA / SUNDAY • MONDAY • TUESDAY

ALL TIMES ARE EASTERN

THURSDAY, DEC. 2, 2021

5 pm-5:30 pm First Timers Orientation

SATURDAY, DEC. 4, 2021

10 am-10:30 am First Timers Orientation

SUNDAY, DEC. 5, 2021

10:45 am-11 am Conference Welcome

11 am-1 pm (20) Preconference Sessions

2 pm-4 pm Preconference Sessions, continued

MONDAY, DEC. 6, 2021

9:45 am-10 am Conference Welcome

10 am-11 am Keynote — Gloria Ladson-Billings

11:15 am-1:15 pm (20) Two-Hour Sessions

1:15 pm-1:30 pm Break

1:30 pm-2:15 pm Lunch & Networking/Standards/Sponsor Sessions

2:15 pm-2:30 pm Break

2:30 pm-4:30 pm (20) Two-Hour Sessions

4:45 pm-5:45 pm Keynote — Jal Mehta

6 pm-7 pm Networking/Standards/Sponsor Sessions

TUESDAY, DEC. 7, 2021

9 am-9:45 am Networking/Standards/Sponsor Sessions

9:45 am-10 am Conference Welcome

10 am-11 am Keynote — Kyle Schwartz

11:15 pm-1:15 pm (20) Two-Hour Sessions

1:15 pm-1:30 pm Break

1:30 pm-2:15 pm Lunch & Networking/Standards/Sponsor Sessions

2:15 pm-2:30 pm Break

2:30 pm-4:30 pm (20) Two-Hour Sessions

4:45 pm-5 pm Closing Remarks

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The Foundation's
VIRTUAL WALK/RUN

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



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FOUNDATION

This year, the foundation will continue its tradition with a virtual walk/run. Visit foundation.learningforward.org for details to join.



KEYNOTE SPEAKERS

MONDAY MORNING



GLORIA LADSON-BILLINGS

PIVOTING TOWARD JUSTICE: EXPERIENCING POST-PANDEMIC PEDAGOGY AS THE PATH TO EQUITY

Despite the challenges of COVID-19, racial unrest, economic uncertainty, and environmental threat, educators can see the current disruptions as an opportunity to rethink our pedagogical approaches to students. Instead of being driven by external measures and static assessments, educators can use this time to recalibrate what and how we teach to ensure that ALL students receive equitable and just education. Gloria Ladson-Billings will share her vision for culturally relevant teaching in a post-COVID-19 world.

Ladson-Billings is the former Kellner Family Distinguished Professor of Urban Education in the Department of Curriculum and Instruction and faculty affiliate in the Department of Educational Policy Studies at the University of Wisconsin, Madison. She was the 2005-2006 president of the American Educational Research Association (AERA). Ladson-Billings is highly regarded for her expertise in culturally relevant pedagogy as a successful teaching model for teachers who seek to be successful with students marginalized based on race, class, language, and national origin. She is the winner of numerous scholarly awards and honorary degrees. She is the author of the critically acclaimed books *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and numerous journal articles and book chapters. She is the former editor of the American Educational Research Journal and a member of several editorial boards. She is a 2018 recipient of the AERA Distinguished Research Award, and she was elected to the American Academy of Arts & Sciences in 2018.

MONDAY AFTERNOON



JAL MEHTA

AMPLIFY, SUNSET, & CREATE: HOW THE PANDEMIC CAN HELP US REIMAGINE SCHOOLING

How does the COVID-19 pandemic create an opportunity to reimagine the more-than-100-year-old notion of schooling? Jal Mehta will explore how innovative schools have reconceived time, assessment, curriculum, relationships, and more to foster deep and equitable learning for all of their students. Mehta will help learners gain a substantive understanding of the powerful changes in these leading schools and lead them through a process that they can use to assess what shifts to consider at their own schools.

Mehta is professor of education at the Harvard Graduate School of Education. A sociologist by training, his work focuses on how to remake the industrial-era school system into a modern learning organization that creates purpose and passion for both students and adults. He is the author, most recently, with Sarah Fine, of *In Search of Deeper Learning: The Quest to Remake the American High School*. Mehta is the co-director of the Deeper Learning Dozen, a community of practice of 12 districts across the United States and Canada that are seeking to remake themselves for the future. He works with teachers, schools, districts, and states in the United States and around the world, seeking to cull wisdom from leading practitioners and share it with the field. Mehta is also the proud recipient of the Morningstar Teaching Award at the Harvard Graduate School of Education.



KEYNOTE SPEAKERS

TUESDAY MORNING



KYLE SCHWARTZ

WHAT STUDENTS WISH WE KNEW

For years, elementary school teacher Kyle Schwartz asked her students the same beautifully simple question: What do you wish your teacher knew? When she finally shared this lesson online and it went viral, the response astounded her. In classrooms around the world, students opened up to their teachers and began to share their realities. Through messages from students of all ages, Schwartz will detail research about creating a sense of belonging, building relationships, and responding to students' needs. After a crazy time of teaching virtually in a socially distant classroom, and even both at the same time, Schwartz is eager to share strategies that work for ensuring that every student has a welcoming, supportive classroom.

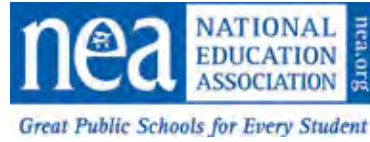
Schwartz is entering her tenth year in education as a second-grade teacher at Doull Elementary in Denver, Colorado. Her first book, *I Wish My Teacher Knew: How One Question Can Change Everything for Our Kids* focuses on realities that students face and how educators can respond to their students' needs by building relationships. Her second book, *I Wish for Change: Unleashing the Power of Kids to Make a Difference* is a guide for educators, families, and mentors to help young people find a personal sense of power and use it to better their communities. In addition to teaching, Schwartz is a dedicated advocate for students. She has spoken nationally and internationally about supporting all students, differentiating instruction for students learning English, building strong classroom communities, and helping young people create change.

“Attending Learning Forward was an incredibly useful experience. It’s hard to work on challenging issues without access to new ideas, promising practices, and discussion with peers who are working on similar topics. Many things I learned helped to solidify what I have a hunch about and strengthened my resolve in other areas of my work.”

— Kimberly Bertocci, National Education Association Staff (DC)



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

Ten hours of instruction equals one CEU. The cost for up to one CEU is \$100. Download the CEU form at conference.learningforward.org. For more information, please contact Laurie Aguirre at Laa1@stmarys-ca.edu.



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Session 2217
 Tuesday, December 7 | 11:15am - 1:15pm EST

Got Impact?

Maximize coaching results with “glass box” evaluation

During a year of evolving needs, coaches and mentors provided constant, timely support to strengthen educators’ instructional practices. Learn how a district amplified this precious resource, plus examine how a coaching program is planned, evaluated, and improved using the ASSESSING IMPACT™ methodology.



Joellen Killion
 Learning Forward



Diane Lauer & David Baker
 St. Vrain Valley School District



Victoria Kinzig
 KickUp

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“
Quotes from Rockies Host
Committee members speak
about this year’s conference
theme **Transformation:**

“ **Transformation has
always been part of our work** as
educators. Now more than ever, we
are offered an opportunity to rethink
educational practices and foster the
changes that are upon us. Genuine
transformation is only possible if we are
willing to embrace new concepts and
innovation and shift our practice.
Let’s do it together!
– Jennifer Sheldon ”

– “
If we’ve learned anything from the past
year, it’s that the state of education must
change to meet the needs of all students.
**To me, transformation in perspective and
practice** will be essential as we move forward.
Like the caterpillar to the butterfly, the heart
of what we do will remain the same, but how it
looks and functions must completely change
in order for it to take flight.
– James Curran

“
The theme of transformation
resonates with me because the primary
responsibility of an educator is to teach
the child in front of them. Especially during
this “post-pandemic” time, it is important
that we take time to reflect on the lessons
learned around priorities and innovation
and truly transform our individual practice
and the system as a whole. I am excited
to engage with experts who can help me
leverage my strengths to make changes
that will benefit students.
– Ann Summers ”

“ **The conference theme of
transformation is directly connected**
to what we all personally witnessed
happening in classrooms across
Colorado. Dedicated educators worked
incredibly hard to transform their
practices and shifted their perspectives
several times to best meet the needs of
their students. The learning experience
at this year’s conference will continue
to support educators in transforming
their practices.
– Jef Fugita

“
In addition to new learning and
successes, each person experienced
challenges and setbacks over the course
of the past year. We each have a unique
story to tell. As you reflect on the past
and plan for the future, come join us
at the Learning Forward Conference
and experience how networking and
high-quality professional learning can
transform practice and student results!
– Roberta Reed ”



LEARNING FORWARD'S

Recovery & Reinvention Planning

Now available online.

Advance a clear strategy for meeting short- and long-term teacher and student needs

***Recovery & Reinvention Planning** is a powerful investment of your American Rescue Plan funds.

Measuring the quality, effectiveness, and impact of your post-pandemic recovery efforts requires thoughtful planning and implementation.

Educator professional learning is the primary vehicle for developing your team's capacity to meet this year's challenges, including:

- Identifying unfinished learning and accelerating your response;
- Developing strong mentoring and induction programs;
- Implementing a consistent process of classroom observation and feedback;
- Maximizing assets and resources in your schools;
- Planning a multi-tiered approach to adult and student social-emotional needs; and
- Ensuring equitable outcomes for all students.

We help you build, scale, and sustain a coherent system of professional learning that ensures every student experiences relevant, culturally responsive, rigorous learning in a safe and inclusive environment.

Establish a clear strategy to develop short- and long-term professional learning goals that are measurable and tied to educator performance and results for students.

For more information, contact Sharron Helmke, acting vice president, professional services, at sharron.helmke@learningforward.org. | services.learningforward.org



Increasing instructional effectiveness



Creating a culture of collective responsibility



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



Developing coaching and mentoring skills



Developing skills to lead high-achieving professional learning communities



Observing lessons and providing feedback to increase teaching effectiveness



PRECONFERENCE SESSIONS / SUNDAY DEC 5 11 AM – 1 PM (ET) AND CONTINUES 2 PM – 4 PM (ET) / ALL DAY

PC01 COACHING MATTERS



The intent of an effective coaching program is to create equity and excellence in both teaching and learning. For the program to influence positive results for students, a variety of conditions must be in place. Learn what these conditions are and how they impact learning for students as well as for teachers. Walk away with examples from the book *Coaching Matters* and practical tools from various districts, including sample documents defining the roles of coaches and the coach champion, job descriptions, agreements between coaches and others, and an assortment of sample protocols. Presenters will model virtual learning strategies to support the learning of teachers and coaches.

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

Area of Focus: Coaching

PC02 THE SEVEN SUCCESS FACTORS FOR GREAT INSTRUCTIONAL COACHING



Explore the seven factors researchers have identified that must be in place for instructional coaches to flourish. Gain strategies to help coaches understand the complexities of adult learning, create an instructional playbook, examine data, and use video. Learn the essential beliefs and habits of conversation that instructional coaches can internalize and practice. Examine effective leadership qualities and what your system must do to support coaches.

Jim Knight, Instructional Coaching Group, North Lough, KS, jim@instructionalcoaching.com

Area of Focus: Coaching

PC03 RESETTING AND REALIGNING INSTRUCTIONAL COACHING TO INCREASE STUDENT AND TEACHER LEARNING



The role of the instructional coach changed dramatically during the pandemic. With the sudden shift to remote learning, many coaches became resource providers. When this is the only role that a coach plays, it can diminish the impact of the coaching program overall. Join this session to redefine what coaching is and isn't, reset expectations for participation, and help those you lead to realign their understanding of how coaching supports student learning. Leave this session with a vision for how student-centered coaching can transform teaching and learning in your school.

Diane Sweeney, Diane Sweeney Consulting, Denver, CO, diane@dianesweeney.com

Joy Casey, 27J Schools, joycasey11@gmail.com

Leanna Harris, Diane Sweeney Consulting, Denver, CO, leanna@dianesweeney.com

Area of Focus: Coaching

PC04

TIME FOR CHANGE! THE FOUR ESSENTIAL SKILLS OF TRANSFORMATIONAL SCHOOL AND DISTRICT LEADERS



This session will address the importance of transformational leadership. School culture provides the context for all good strategies. A transformational leader understands how to motivate, develop talent, and build consensus. Today's era of constant change requires leaders who understand the development of human capital. We will examine four leadership competencies: communication, trust building, professional support, and accountability.

Anthony Muhammad, New Frontier 21, LLC., West Bloomfield, MI, amuhammad@newfrontier21.com

Area of Focus: Equity & Excellence



PRECONFERENCE SESSIONS / SUNDAY DEC 5 11 AM – 1 PM (ET) AND CONTINUES 2 PM – 4 PM (ET) / ALL DAY

PC05 BELONGING THROUGH DIGNITY: A TRANSFORMATIVE VISION AND PROCESS



Instead of leading to school transformation, equity implementation all too often reinforces a vicious cycle of failure because the keys to success are missing and the purpose of the effort is muddled. This session will bring clarity to what equity is all about so we can address it through specific actions: behaviors, practices, and policies. To that end, participants will experience a transformative process and acquire a pragmatic framework that they can use to guide successful equity implementation by centering belonging and dignity.

Floyd Cobb, Morgridge College of Education at the University of Denver, Aurora, CO, fcobb2@yahoo.com

John Krownapple, Dignity Consulting, LLC, Woodstock, MD, johnk@TheCoreCollaborative.com

Area of Focus: Equity & Excellence

PC06 COACHING CULTURALLY RESPONSIVE INSTRUCTION THAT TRANSFORMS STUDENT LEARNING



Many states have developed standards focused on culturally responsive and sustaining education. Despite new standards and the popularity of culturally responsive instruction, there are too few instructional coaches trained to support teachers' ability to implement it fully. In this preconference session, we will cover the Ready for Rigor approach to culturally responsive instruction. We will look at coaching moves to help teachers go beyond superficial applications of culturally responsive pedagogy. In addition, participants will learn how a collaborative inquiry approach within a professional learning community can increase teacher effectiveness in the practice of culturally responsive instruction to help students accelerate their learning.

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

Area of Focus: Equity & Excellence

PC07 ELEVATING TEACHER LEADERSHIP FOR EQUITABLE OPPORTUNITIES AND OUTCOMES



Teacher leadership is a powerful strategy for continuous improvement of teaching and learning to attain equity and excellence. It promotes collaborative cultures, equitable learning environments, teacher agency and credibility, improved decision-making, and a dynamic teaching force. When lead teachers take responsibility for what matters most, increased student learning, innovation and change occur. *Using A Systemic Approach to Elevating Teacher Leadership* (Killion et al., 2016) as a guide, we will explore steps to improve teacher leadership in your school and district.

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

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

Debbie Cooke, Learning Forward Florida, Lake Worth, FL, cooke.debbie@lfflorida.org

Area of Focus: Developing Leaders

PC08 REBOUND: RETHINKING SCHOOLS, REBUILDING AGENCY, AND RECOVERING FROM LEARNING LOSS



We have learned much as a field during pandemic teaching and distance learning. Let's use that knowledge to rethink schools. What should schools look like in the future? How can students take responsibility for their learning? It's time to build teacher and student agency and recover learning for everyone.

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

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

Area of Focus: High Quality Curriculum



PRECONFERENCE SESSIONS / SUNDAY DEC 5 11 AM – 1 PM (ET) AND CONTINUES 2 PM – 4 PM (ET) / ALL DAY

PC09 SCHOOLWIDE TRANSFORMATION FOR MULTILINGUAL LEARNER SUCCESS



Multilingual students present opportunities to make schools more inclusive and more equitable for all students. Discover how all educators in a school can learn more about students' diversity and bring multiple perspectives into the classroom through literacy and language-rich instruction that integrates students' backgrounds, assets, and needs. Analyze ways that school leaders can set the tone for equitable schooling that is culturally and linguistically responsible while also showcasing classroom-level outcomes collectively.

Examine sample lessons and text sets.

Sarah Ottow, Confiianza, Cumberland, RI, sarah@ellconfianza.com

Area of Focus: High Quality Curriculum

PC10 MATH VENTURES: A LAB APPROACH TO IMPROVING MATH INSTRUCTION



The ability to examine the link between specific mathematics teaching practices and student learning requires that teachers build new understandings, skills, and mindsets. Engage in a coaching and professional learning process that increases teacher effectiveness through formative assessment of student learning aligned with mathematics curriculum standards and research-based instructional practices. Explore ways of using this process to help teachers come to know their students as mathematical thinkers and take concrete action toward equity in the math classroom. Plan for implementation of this lab approach in your own setting to empower teachers and students as mathematicians and improve mathematics achievement.

Sue Chapman, University of Houston - Clear Lake, League City, TX, SueChapmanLearning@gmail.com

Mary Mitchell, Cincinnati, OH, Marylynnmitchell@gmail.com

Area of Focus: High Quality Curriculum

PC11 LEVERAGING COLLECTIVE EFFICACY TO ACHIEVE QUALITY IMPLEMENTATION



Even though there is a plethora of research to point educators in the right direction, quality implementation of evidence-based strategies remains a consistent and widespread challenge when it comes to school improvement efforts. When educators share a sense of collective efficacy however, it results in the deep implementation of evidence-based practices. During this session, we'll share ways to tap into the sources of collective efficacy through powerful professional learning to build support in schools and classrooms.

Jenni Donohoo, Praxis Engaging Ideas, Inc., Amherstourg, Ontario, jenni.donohoo@learningforwardontario.ca

Steven Katz, University of Toronto, Toronto, ON, steven.katz@utoronto.ca

Area of Focus: Learning Designs and Implementation

PC12 THE FEEDBACK PROCESS: TRANSFORMING FEEDBACK FOR PROFESSIONAL LEARNING



Feedback is a core part of a continuous improvement process for educators. The usefulness of feedback among educators depends on its quality, the context in which it is provided, and the frame of mind of those engaged in the 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 employ 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, 2nd edition* by Joellen Killion.

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

Area of Focus: Learning Designs and Implementation



PRECONFERENCE SESSIONS / SUNDAY DEC 5 11 AM – 1 PM (ET) AND CONTINUES 2 PM – 4 PM (ET) / ALL DAY

PC13 SIT & GET WON'T GROW DENDRITES: 20 INSTRUCTIONAL STRATEGIES THAT ENGAGE THE ADULT BRAIN



Visualize the worst presentation that you have ever been a part of as an adult learner. Now visualize the best one. No doubt there is a considerable difference between the two professional learning opportunities. Learn the answers to three basic questions: What are 20 strategies that I can use to make my professional learning experience unforgettable? What are techniques that result in sustained adult behavior change? What are 10 things that keep adults living well beyond the age of 80?

Marsha Tate, Developing Minds, Inc., Conyers, GA, marciata@bellsouth.net

Area of Focus: Learning Designs and Implementation

PC14 PD 101



Learn how to plan, implement, and measure high-quality professional learning so you and your team can achieve success with your system, your school, and your students. Gain understanding of the value and need for effective professional learning that impacts student learning and achievement. Examine the Standards for Professional Learning in an interactive setting, and practice using them as a measure of success. Dive into a variety of strategies for engaging adult learners. Reflect on your system's needs, and design a plan for putting your learning into practice.

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

Amy Cribbs, Cherry Creek School District, Greenwood Village, CO, acribbs@cherrycreekschools.org

Roberta Reed, Learning Forward Colorado, Centennial, CO, roberta.reed@learningforwardcolorado.org

Area of Focus: Learning Designs and Implementation

PC15 THE LEARNING PRINCIPAL



Increase your effectiveness as a school leader and your ability to lead ongoing professional learning in your organization. The work is grounded in research by The Wallace Foundation on the impact of effective principals on student learning and provides participants strategies and approaches to assist in leading high-achieving schools. Through lively conversations, sharing experiences and strategies, and focusing on increasing success for students, all participants will engage in meaningful learning that matters in their service to others.

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

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

Area of Focus: Leadership Practices

PC16 COHERENCE MAKING AS CONTINUOUS TRANSFORMATION



While the pandemic revealed the fault lines of the education system, it has provided an opening to mobilize and transform the status quo. New forces arising from Covid-19 include more active learning for students, innovation by teachers, more participation from parents, and more opportunity for leadership to impact learning. Explore a coherence framework and strategies to deepen student learning, foster well-being, and address equity in schools, districts, and systems.

This highly interactive session will use video, simulations, and case examples to highlight strategies that focus direction for collective purpose, cultivate collaborative cultures for change, deepen learning, and secure accountability to measure progress.

Michael Fullan, New Pedagogies for Deep Learning, Toronto, ON, mfullan@me.com

Joanne Quinn, New Pedagogies for Deep Learning, Toronto, ON, joanne.quinn@rogers.com

Area of Focus: Leadership Practices



PRECONFERENCE SESSIONS / SUNDAY DEC 5 11 AM – 1 PM (ET) AND CONTINUES 2 PM – 4 PM (ET) / ALL DAY

PC17 **STRENGTHENING SCHOOL TEAMS: BUILDING COLLECTIVE LEADER EFFICACY LEARNING COMMUNITIES**



School leadership teams have the potential to positively impact their school community and develop collective leader efficacy as a team in the process. Collective leader efficacy develops when the leadership team works together, understands the complexities of working as a group, has confidence in each other's ability to improve learning conditions for students, and develops the competence to do so. In this session, school leadership teams will learn the necessary driver, focus, contributor, preconditions, and practices to develop collective leader efficacy.

Peter DeWitt, Albany, NY, pmdewitt518@gmail.com

Area of Focus: Learning Communities and Networks

PC18 **FLIP THE SCRIPT ON YOUR CURRICULUM-BASED PROFESSIONAL LEARNING**



Investigate the elements of curriculum-based professional learning and their application to your curriculum implementation efforts. Compare and contrast your approach to planning professional learning with others who seek to ensure teachers experience the kind of inquiry-based learning they want for their students. Expand your tool kit for planning effective curriculum-based professional learning.

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

Stephanie Hirsh, Hirsh Holdings LLC, Dallas, TX, stephanie@hirshholdings.com

Area of Focus: Research & Impact

PC19 **DESIGNING AND EVALUATING EFFECTIVE PROFESSIONAL LEARNING**



Professional learning leaders today must be able to show that what they do makes a difference. Stakeholders want to know if investments in professional learning result in verifiable improvement in educators' practices and students' performance. Explores factors that contribute to the effectiveness of professional learning and the levels of professional learning 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.

Tom Guskey, University of Kentucky, Lexington, KY, guskey@uky.edu

Area of Focus: Research & Impact

PC20 **BEYOND GOOD INTENTIONS: INTEGRATING A SOCIAL, EMOTIONAL, AND CULTURAL LENS IN SCHOOLS**



As students and educators cope with a pandemic, racism, and other stressors, schools need social and emotional learning with meaningful implementation, sustainability, and, most importantly, cultural responsiveness. Learn about a social, emotional, and cultural competencies framework that supports educators as they explore their assumptions and beliefs, develop and model their own skills, engage in responsive practices, and reflect to continuously improve. Examine how the framework connects social and emotional learning with culturally responsive teaching, supports anti-racist and anti-marginalization practice, and is foundational to achievement of academic standards. Gain strategies for applying it in your context, practice using it, and plan for next steps.

Nancy Markowitz, Center for Reaching & Teaching the Whole Child, Oakland, CA, nancy.crtwc@gmail.com

Wendy Thowdis, Center for Reaching & Teaching the Whole Child, Oakland, CA, wendy.crtwc@gmail.com

Area of Focus: Social & Emotional Learning

LEARNING FORWARD'S

Coaches Academy

Now available online with open enrollment for individuals and teams.

Empower your coaches to accelerate recovery and reinvention

*Coaches Academy is a powerful investment of your American Rescue Plan funds.

Instructional coaches have the power to support post-pandemic reinvention, including teacher growth and development through:

- Identifying unfinished learning and accelerating your response;
- Capitalizing on student strengths;
- Guiding collaborative inquiry;
- Expanding use of effective teaching practice.

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

We are now offering a new, high-quality digital learning environment to bring our Coaches Academy to you. Experience best practices in adult, online learning while developing skills as change agents who directly impact teaching and learning.

For more information, contact Sharron Helmke, acting 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



9:45 AM – 10 AM (ET)

CONFERENCE WELCOME

10 AM – 11 AM (ET)



KEYNOTE ADDRESS

GLORIA LADSON-BILLINGS

Pivoting toward justice: Experiencing post-pandemic pedagogy as the path to equity

CONCURRENT SESSIONS / MONDAY DEC 6

11:15 AM – 1:15 PM (ET) / 2-HR

1201

COLLABORATIVE COACH: LEVERAGING ASYNCHRONOUS COACHING

Learn how to leverage asynchronous coaching to develop teacher practice. Explore how using technology tools for asynchronous coaching can deepen curriculum-based professional learning. Experience the asynchronous coaching progress, and hear about the impact on teacher practice.

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

Hyder Abadin, Javelin Learning Solutions,
hyder.abadin@javelinhr.com

Tamara Williams, Seminole County Public Schools,
Hamilton Elementary School of Engineering and
Technology, williamstn78@gmail.com

Area of Focus: Coaching

1203

CULTIVATING ANTI-RACIST SCHOOL LEADERSHIP: FROM PHILOSOPHY TO PRACTICE

Establish an anti-racist leadership philosophy and integrate anti-racist practices as teacher leaders and emergent/new school leaders. Evaluate how your beliefs about education align with your practice as an anti-racist teacher or leader, and implement actionable steps to bring your anti-racist philosophy to life.

Explore your philosophy of education in practice, then reflect on changes that need to be made in your daily practice today to become actively anti-racist tomorrow.

Allecyn Howard, District of Columbia Public Schools,
MarFarland Middle School,
allecyn@alexanderhowarded.com

Area of Focus: Developing Leaders

1202

YES, I CAN! LEVERAGING HUMAN-CENTERED DESIGN TO PROBLEM SOLVE

Stuck in a rut with coaching? Wondering how other systems are engaging teachers in meaningful, job-embedded professional learning and coaching? Explore challenges facing coaches and other instructional leaders. Use the principles of human-centered design along with the expertise of your fellow participants to connect, inspire, and learn from one another through the problem-solving process.

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

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

Area of Focus: Coaching

1204

MAKING PROFESSIONAL DEVELOPMENT MEANINGFUL FOR SCHOOL LEADERS

Learn how one district developed ongoing professional learning for all assistant principals using research-based best practices on classroom instruction, teacher retention, and positive climate in schools. Explore how the district developed and implemented a division-wide action research model. Collaborate with others to create coaching protocols and develop an action plan for your context.

Tracie Weston, Henrico County Public Schools,
taweston@henrico.k12.va.us

Drew Baker, Henrico County Public Schools,
adbaker@henrico.k12.va.us

Angela Stewart, Henrico County Public Schools,
alstewart@henrico.k12.va.us

Brooke Thompson, Henrico County Public Schools,
bcthompson@henrico.k12.va.us

Area of Focus: Developing Leaders



CONCURRENT SESSIONS / MONDAY DEC 6

11:15 AM – 1:15 PM (ET) / 2-HR

1205

WOMEN IN LEADERSHIP AND LEARNING

Explore ways to develop women leaders within your organization. Examine current research and engage in hands-on activities that inspire women leaders to impact organizational success. Learn strategies for developing a development program for women in leadership with perspectives from leaders representing two Colorado school districts involved this work.

Amber Whetstone, El Paso County, Colorado School District 49, awhetstone@d49.org

Erica Mason, Douglas County School District elmason@dcsdk12.org

Kathy Pickering, El Paso County, Colorado School District 49, kpickering@d49.org

Area of Focus: Developing Leaders

1206

CROSS-SECTOR SOLUTIONS TO IMPROVE EARLY CHILDHOOD EDUCATION

Hear results of primary research from a team of early childhood educators and researchers. Engage in roundtable discussions focusing on the issues of equity, elevation, and access within various early childhood education settings. Learn to elevate your voice and your profession as you contribute to ongoing research to spur change within the realm of early childhood education.

Mark Teoh, Teach Plus, mteoh@teachplus.org

Aja Currey, Rio Gallinas School, Rio Gallinas School, aja.currey@outlook.com

Darlene Fortier, Santa Fe Public Schools, Salazar Elementary School, darlenebikes@gmail.com

Jamita Horton, Rocky Mountain Prep, Rocky Mountain Prep Southwest, jhorton90@gmail.com

Roberto Rodríguez, Teach Plus, rrodriguez@teachplus.org

Area of Focus: Equity & Excellence

1207

DRIVE EQUITY FOR ALL STUDENTS WITH 5 LITERACY ACCELERATORS

Take a deep dive into what drives student acceleration in literacy, using five research-based “literacy accelerators” that support all students toward college and career readiness, especially those who have been marginalized or underserved in schools. Learn why equity must remain at the center of all literacy efforts, and examine how personalized learning approaches, including culturally relevant teaching, can drive acceleration. Leave with

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useful tools for evaluating core and supplemental instruction, and learn how you can apply the learning to your own setting.

Sandra Alberti, Student Achievement Partners, salberti@studentsachieve.net

Tanji Reed Marshall, The Education Trust, treedmarshall@edtrust.org

Area of Focus: Equity & Excellence

1208

THE STUDENTS WILL LEAD US: USING STUDENT EXPERIENCE AS A DRIVER FOR LEADING FOR EQUITY

Explore how central office and school leaders can center student experience to set their leader professional learning agenda. Learn processes and tools for engaging with students and using student experience to create visions for student learning and instruction. Examine the important role of leadership reflection on racial equity as a key part of personal and professional development.

Max Silverman, Center for Educational Leadership, silvermx@uw.edu

Kevin Chase, Educational Service District 105, kevin.chase@esd105.org

Michele Mason, Center for Educational Leadership, micmason@uw.edu

Jose Rivera, Grandview School District, jrivera@gsd200.org

Henry Strom, Grandview School District, hmstrom@gsd200.org

Area of Focus: Equity & Excellence

1209

OBSTACLE OR OPPORTUNITY? HOW NEW APPROACHES TO CURRICULUM SUPPORT CULTURALLY RESPONSIVE PRACTICE

Culturally responsive practice goes far beyond a curriculum, from the individual interactions between students and teachers to the systemic context of a student’s community. But traditional curriculum has not only hindered the development of this practice, it has also reinforced a focus on a singular perspective and experience. Analyze how curriculum can move beyond a textbook model to support teachers in engaging the lived and historical experiences of all students.

Shanti Elangovan, inquirED, shanti@inquired.org

Tony Sievert, Denver Public Schools, anthony_sievert@dpsk12.org

Area of Focus: High Quality Curriculum



CONCURRENT SESSIONS / MONDAY DEC 6

11:15 AM – 1:15 PM (ET) / 2-HR

1210

5 COMMUNICATION SKILLS WHEN LEADING

Everyone leads sometimes, few lead all the time. At the core of leadership is the ability to effectively communicate. Explore five communication skills that build efficacy, a collaborative culture, and stronger group relationships. Learn how to impact credibility, assign status to group members, redirect energy and focus into issues and away from relationships, open with impact, and create a safe environment when posing questions.

Kendall Zoller, Sierra Training Associates, Inc, kvzollerci@gmail.com

Antonia Issa Lahera, CSU Dominguez Hills, aissalahera@gmail.com

Area of Focus: Leadership Practices

1211

EMPOWERING ASSISTANT PRINCIPALS TO LEAD LEARNING COMMUNITIES

Learn what current research is saying about the role of the assistant principal, what experiences assistant principals perceive to be missing from their positions, and how you can empower your assistant principal to lead a thriving learning community. Examine the assistant principal's role in school leadership to understand the opportunities and constraints defining the position and the impact on instructional leadership. Leave with knowledge of current research on the role of an assistant principal, what experiences assistant principals perceive to be missing from their position, and how principals can best support their assistant principals to lead thriving learning communities.

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

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

Area of Focus: Leadership Practices



1212

MEETING THE DIVERSE NEEDS OF BEGINNING TEACHERS

Supporting beginning educators matters and deserves careful planning. Examine the diverse needs of beginning educators and explore how professional learning must include a variety of topics, including overall health, emotional wellness, technology tools as well as support around building a healthy learning environment. Explore principles and features from research that impact professional growth, teacher retention, and teacher job satisfaction.

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

Danette Brown, West Fargo Public Schools, dbrown@west-fargo.k12.nd.us

Melanie Carvell, Keynote Speaker and Author, melanie@melaniecarvell.com

Carmelita Lamb, University of Mary, clamb@umary.edu

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

Heidi Woods, Mindful You Mindful Me, heidi@mindfullyoumindfulme.org

Area of Focus: Learning Communities and Networks

1213

PLCS: BUILDING CAPACITY FROM THE GROUND UP

Learn how to create a systemic professional learning community (PLC) plan involving all stakeholders from the ground up. See how one district built capacity across district departments, campus administration, and teacher leaders, allowing all collaborative teams to function at high levels for improved student learning. Learn how to leverage the most important ideals of PLCs with specific frameworks and resources you can take back to your schools.

Gayle Galligan, Deer Valley Unified School District, gayle.galligan@dvusd.org

Amy Moore, Deer Valley Unified School District, amy.moore@dvusd.org

Erin Stuart, Deer Valley Unified School District, Boulder Creek High School, erin.stuart@dvusd.org

Paula Tseunis, Deer Valley Unified School District, paula.tseunis@dvusd.org

ZsaVay Wilson, Deer Valley Unified School District, Esperanza Elementary, Zsavay.Wilson@dvusd.org

Area of Focus: Learning Communities and Networks



CONCURRENT SESSIONS / MONDAY DEC 6

11:15 AM – 1:15 PM (ET) / 2-HR

1214

EVOLVING LEARNER: CONTINUOUS IMPROVEMENT WITH KIDS, PEERS, WORLD

Evolve as learners and shift from an overreliance on “spray-and-pray” workshops to personalized professional learning. Examine ideas and strategies that empower educators to learn from kids, peers, and the world in a cycle of continuous improvement. Leave empowered with a plan grounded in research on effective professional learning models, aligned with Learning Forward’s Standards for Professional Learning, and focused on inquiry-based learning to increase educator effectiveness and results for all learners.

Lainie Rowell, Orange County Department of Education, lrowell@ocde.us

Kristy Andre, Tustin Unified School District, andre.kristy@gmail.com

Lauren Steinmann, Tustin Unified School District, Loma Vista, laurensteinmann1@gmail.com

Area of Focus: Learning Designs and Implementation

1215

GET ENGAGED: LEARNING STRATEGIES THAT WORK ANYWHERE

Do you find yourself relying on the same old routines and activities? Looking to spice up your learning sessions? Gain insight on how to design professional learning that matters. Fill your toolbox with highly effective engagement strategies that make a difference face to face, in person, or online. Explore 25 strategies that can overlay any content, any grade level, and any school or district context. Get your adult learners engaged so that the content sticks.

Elizabeth Freeman, Community Unit School District 300, Elizabeth.Freeman@d300.org

Jill Gildea, Park City Schools, jgildea@pcschools.us

Lindsay Jonas, Kildeer Countryside Community, ljonas@kcsd96.org

Shari Murphy, Independent Consultant, shari.murphy91@gmail.com

Area of Focus: Learning Designs and Implementation

1216

5 PATHS OF STUDENT ENGAGEMENT: BLAZING NEW TRAILS

Improving student engagement means more than beating back boredom with gimmicks that entertain but don’t educate. Examine original research findings that can lead directly to your students’ learning and success. True engagement is about mystery and magic, meaning and purpose, and focus and mastery. Gain an understanding of the five enemies of engagement blocking our paths and how to defeat them. Explore clear paths to student engagement that will enable you not only to improve your teaching but also change your school so engagement becomes less elusive and more achievable.

Dennis Shirley, Boston College, Dennis.shirley@bc.edu

Andy Hargreaves, Boston College/University of Ottawa, hargrean@bc.edu

Area of Focus: Research & Impact

1217

LEADING THE WAY: ACCELERATING EDUCATION INNOVATION & EMPOWERING TEACHERS

Explore how one district’s professional learning support team initiative and teacher leadership academy are instrumental in developing school-based teacher leaders who support and address all teachers’ needs, from preservice to teacher leadership. Learn how the district implements a cohesive and effective performance-based compensation system that recognizes, develops, supports, and compensates instructional and leadership excellence. Experience a model for developing, implementing, and testing a high-quality, teacher-directed professional learning program that empowers and retains a diverse teacher workforce while enhancing instructional practice and increasing student outcomes. Identify next steps for modifying and replicating models to support professional growth and student achievement.

Carmen Concepcion, Miami-Dade County Public Schools, carmenconcepcion@dadeschools.net

Ada Fernandez-Vicaria, Miami-Dade County Public Schools, AFVicaria@dadeschools.net

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

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

Area of Focus: Research & Impact



CONCURRENT SESSIONS / MONDAY DEC 6

11:15 AM – 1:15 PM (ET) / 2-HR

1218

CHANGING OUTCOMES FOR ALL USING A TIERED SYSTEM

See how one school created a solid foundation in schoolwide climate and culture that led to the development and implementation of a data-driven Tier 2 system of support. Expand your knowledge on how to seamlessly integrate Alternative to Suspension in a Tier 2 system that focuses on behavioral and social-emotional development.

Elizabeth del Campo Hartman, Desert Sands Unified School District, Indio Middle School, elizabeth.hartman@desertsands.us

Uribe Francisco, Desert Sands Unified School District, Indio Middle School, francisco.uribe@desertsands.us

Harris Jessica, Desert Sands Unified School District, Indio Middle School, jessica.harris@desertsands.us

Luna Priscilla, Desert Sands Unified School District, Indio Middle School, priscilla.luna@desertsands.us

Jennifer Ramirez, Desert Sands Unified School District, Indio Middle School, jennifer.ramirez2@desertsands.us

Henry Villeda, Desert Sands Unified School District, Indio Middle School, henry.villeda@desertsands.us

Area of Focus: Social & Emotional Learning

1219

PROMOTING STUDENT SEL STARTS WITH THE ADULTS

Is your district supporting the social-emotional development and self-care of educators and staff? We can't serve our students well if we aren't taking care of

ourselves. Explore how to strengthen the SEL capacity among your staff through tribal leadership and collective teacher efficacy. Walk away with ideas, protocols, strategies, and resources that are ready for you to use in your efforts of growing your school culture.

Jo McFadden, Inman Schools- USD448, Inman Elementary School, jmcfadden@usd448.com

Area of Focus: Social & Emotional Learning

1220

SUPPORTIVE VIRTUAL COACHING FOR SUCCESSFUL VIRTUAL CO-TEACHING

The shift to remote learning has been particularly disruptive for students with individualized education plans in integrated co-teaching classrooms. Learn how you can support co-teachers to meet students' individual needs even as district budgets for professional learning and special education services tighten. Explore a year's worth of lessons learned about effective virtual coaching and virtual co-teaching. Leave with a tool kit of best practices for virtual professional learning to support virtual integrated co-teaching classrooms.

Aisha Chappell, Blue Engine, aisha@blueengine.com

Cynthia Kerr, New York City Department of Education, ckerr@schools.nyc.gov

Area of Focus: Virtual Professional Learning

1:30 PM – 2:15 PM (ET)

LUNCH NETWORKING

SPONSOR SESSION PRESENTED BY NEA

Supporting Professional Excellence through Joint Labor-Management

The National Education Association (NEA) supports the professional growth of members throughout their careers. Mentoring, professional learning communities,

micro-credentials, and other opportunities available through the NEA can build capacity for educators, especially in places where districts struggle to offer these opportunities. Learn how joint labor-management collaboration has led to success for educators in two NEA locales and reflect on how joint labor-management can support the professional practice of educators.

Sponsored by





CONCURRENT SESSIONS / MONDAY DEC 6

2:30 PM – 4:30 PM (ET) / 2-HR

1401

BUILD A QUALITY COACHING PROGRAM THROUGH COACH ACADEMY

Providing a predictable structure of professional learning (in person or virtual) for instructional coaches fosters adult learning and allows for meaningful planning. Differentiating for coaches with varying levels of expertise and experience can be challenging. Meet your coaches' learning needs while fostering a positive coaching culture. Experience our predictable structure while reflecting on your process for planning coach professional learning. Collaborate with others as we work through the three components of this structure. Design learning for your coaches using a predictable structure.

Heather Flick, Mesa County Valley School District 51, heather.flick@d51schools.org

Mary Biagini, Mesa County Valley School District 51, Mary.Biagini@d51schools.org

Area of Focus: Coaching

1402

BUILD SUSTAINABLE PRACTICE THROUGH COACHING

The ultimate purpose of coaching is to impact student performance by changing educator practice. Explore and identify different coaching stances within a learning-focused continuum to promote role release and build sustainable practices. Learn different coaching tools to plan for systematic role release. Examine the process for developing an Innovation Configuration (IC) map and how to use it evaluate impact on educator practices. Develop next steps to apply learning in your context.

Dr. Pamela Radford, National Louis University, drpmsradford@gmail.com

Candice Hartranft, Niles Township District for Special Education, chartranft@ntdse.org

Dr. Kimberly Thier, Niles Township District for Special Education, kthier@ntdse.org

Area of Focus: Coaching

1403

COACHING TO SUPPORT TEACHING SUSTAINABILITY AND RETENTION OF NEW TEACHERS

Learn how coaching new teachers through a sustainability lens allows for a decrease in burnout and an increase in student achievement and teacher retention over time. Hear testimony from a new teacher and coach,

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evaluate your current practices, and leave with a coaching plan for new teachers that supports both reducing teacher stress and student achievement.

Erica Smith, Mastery Charter Schools, John Wister Elementary, erica.smith22@gmail.com

Area of Focus: Coaching

1404

MAKING A DIFFERENCE IN SCIENCE TEACHING AND LEARNING

Experience key aspects of an intensive video case-based, analysis-of-practice science professional learning program and leadership development program that has been tested in large and small districts and across the K-12 system. Learn about the Science Teachers Learning from Lesson Analysis (STeLLA) professional learning program and our significant impact on teacher practice and student learning as well as how we are sustaining the program through teacher leadership development.

Jody Bintz, BSCS Science Learning, jbinzt@bscs.org

Lacey Eckels, Jefferson County Public Schools, lacey.eckels@jefferson.kyschools.us

Cindy Gay, BSCS Science Learning, cindyjgay@gmail.com

Area of Focus: Developing Leaders

1405

STRENGTHENING LEARNING SYSTEMS THROUGH SENIOR PRINCIPAL SUPPORT

The principal as an effective instructional leader is an essential necessity to drive professional learning. But who supports principals in this deep and meaningful learning? Learn how principals can navigate the instructional landscape and develop their instructional leadership capacity while connecting the learning of multiple organizational learning systems. Experience the journey of Santa Fe Independent School District's development of the senior principal model. Leave with a blueprint of a model supporting principal development through mentoring, organizational systems of instructional accountability, and ready-to-use instructional tools.

Kimberly Ross, Santa Fe ISD, kimberly.ross@sfsd.org

Rachel Harris, Santa Fe ISD, Santa Fe High School, rachel.harris@sfsd.org

Destini Martin, Santa Fe ISD, Barnett Elementary, destini.martin@sfsd.org

Kay Psencik, Learning Forward, psencikmk@outlook.com

Area of Focus: Developing Leaders



CONCURRENT SESSIONS / MONDAY DEC 6

2:30 PM – 4:30 PM (ET) / 2-HR

1406

OVERCOMING CULTURAL TRAUMA: TOWARD A MORE CULTURALLY RESPONSIVE PEDAGOGY

Addressing cultural trauma in the current context of COVID-19 and social unrest is a priority for educators. Explore what cultural trauma is, how it affects adults and children, and why refining existing pedagogies to include trauma-sensitive and social-emotional/mental wellness supports can be useful in broadly meeting the needs of education stakeholders. Develop a plan for addressing cultural trauma using a four-step model.

Tammie Causey, Center on Great Teachers and Leaders at AIR, tcausey@air.org

Robyn Madison-Harris, American Research Institute, rmadison-harris@air.org

Area of Focus: Equity & Excellence

1407

WINDOWS AND MIRRORS: MAKING QUEER IDENTITIES VISIBLE IN SCHOOLS

How do district leaders, administrators, and school leaders approach the ever-evolving obstacle of inclusion and equity? Experience evidence-informed practices and approaches to tackle equity and inclusion (specific to LGBTQ identities) while developing your capacity to approach these challenges through exposure and analysis of real scenarios and case studies. Leave this session with a concrete action plan that embeds professional learning and accountability into your organization's vision while developing strategies for sustained implementation and accountability policies.

Britnee Eng, Jordan School District, West Jordan High, britneeeng@gmail.com

Kody Colvin, Salt Lake City School District, kody.colvin@gmail.com

Sean Edwards, Provo School District, edwards.sean623@gmail.com

Area of Focus: Equity & Excellence

1408

STAYING THE COURSE: LEADING AND SUPPORTING THE IMPLEMENTATION OF HIGH-QUALITY INSTRUCTIONAL MATERIALS

Explore ways to lead a school or district through successful implementation of high-quality instructional materials while building your change management skills. Examine tools to help teachers make and remake their knowledge, stay the course, and reflect on changes to pedagogy while avoiding backsliding to old ways. Investigate how different district leaders supported people and themselves through the uncertainty, and leave with strategies to use student work to support change.

Jana Beth Slibeck Francis, Daviess County Public Schools, janabeth.francis@daviess.kyschools.us

Ashley Giska, Laurel School District, ashley.giska@laurel.k12.de.us

Scott Langford, Sumner County Schools, robert.s.langford@gmail.com

Area of Focus: High Quality Curriculum

1409

BUILDING RANKS: LEADERSHIP FOR EFFECTIVE SCHOOLS

How do great leaders create the conditions necessary for everyone in their school to learn, grow, and move forward in a productive direction? Learn about a framework with practitioner-proven strategies that great school leaders across the country are using every day. Become familiar with the two domains of effective leadership and the corresponding dimensions these leaders employ. Experience the framework and learn how you can employ its ideas, strategies, and reflections to become the best leader you can be for your school community.

Joan Auchter, National Association of Secondary School Principals, auchterj@nassp.org

Jana Frieler, National Association of Secondary School Principals, gfrieler@comcast.net

Area of Focus: Leadership Practices



CONCURRENT SESSIONS / MONDAY DEC 6
2:30 PM – 4:30 PM (ET) / 2-HR

1410

CREATING AN EQUITY-CENTERED CULTURE FOR TEACHING AND LEARNING

What does it mean to ensure that every student has equitable access to high-quality teaching and learning, and how can we be more equity-minded school leaders? Unpack concrete strategies and develop a clear road map for leading your teachers, students, and school community to address instructional inequities and strengthen learning. Collaborate with national experts on effective leadership practices that will equip you to be the lead learner in your school.

Claire Murray, National Institute for Excellence in Teaching, cmurray@niet.org

Crystal McSwain, Spartanburg County School District 1, crystal.mcswain@spart1.org

Jennifer Woods, National Institute for Excellence in Teaching, jwoods@niet.org

Area of Focus: Leadership Practices

1411

USING CHANGE TOOLS TO GUIDE IMPROVEMENT EFFORTS

As school and district leaders strive to design and implement improvement strategies to meet the needs of their educators and students, tools steeped in improvement science can prove beneficial to their success. Explore real-time strategies for the effective use of logic models and theories of change to undergird improvement efforts.

Nikki Mouton, Frisco ISD, moutonn@friscoisd.org

Joseph McFarland, Learning Forward Academy, joe.mcfarland@learningforward.org

Area of Focus: Leadership Practices



1412

WHAT HAPPENED WHEN I STARTED VISITING CLASSROOMS 500X/YEAR

Award-winning New Brunswick principal Heather Bell-Williams has an unusual habit: She visits classrooms more than 500 times a year. Now in her fourth year of the practice, Bell-Williams has made it her primary means of impacting student learning. Learn how to overcome the external and internal barriers to regular classroom visits, develop a plan for getting started, and anticipate the concerns and reactions of staff.

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

Heather Bell-Williams, Anglophone South School District, Milltown Elementary, heather.bell-williams@nbed.nb.ca

Area of Focus: Leadership Practices

1413

CULTIVATING STUDENT OWNERSHIP: LEADING, TEAMING, AND TEACHING

See student ownership of learning in action. Learn the replicable collaborative teaming structure that yielded this student agency. Hear site leaders candidly share how they built their own professional capacity to lead and scale this work. Review the steps leaders took to prepare teachers for contributing on professional teams dedicated to increasing student ownership of learning. Replicate the process at your site.

Zachary Spoor, Consolidated High School District 230, Amos Alonzo Stagg High School, zspoor@d230.org

Paul Bloomberg, The Core Collaborative, paul@thecorecollaborative.com

Katie McMillan, Consolidated High School District 230, Amos Alonzo Stagg High School, kmcmillan@d230.org

Joseph Sieczkowski, Consolidated High School District 230, Amos Alonzo Stagg High School, jsieczkowski@d230.org

Area of Focus: Learning Communities and Networks



CONCURRENT SESSIONS / MONDAY DEC 6

2:30 PM – 4:30 PM (ET) / 2–HR

1414

SUSTAINING SCHOOL TURNAROUND THROUGH ENHANCED TEACHER TEAMS

Build a school community of trust and collective efficacy through norms, structures, and administrative support. Cultivate high-impact teacher teams that include specialists, related service providers, special educators, English learner staff, and administrators who learn together, plan together, reflect, and assess impact on student learning together. Create organizational structures and schedules that lead to sustainable improvement, increased educator effectiveness, student achievement, and school turnaround, both in person or remote.

Kristen Palatt, Pittsfield Public School, kpalatt@pittsfield.net

Jennifer Teichert, Pittsfield Public Schools, Morningside Community School, jteichert@pittsfield.net

Monica Zanin, Pittsfield Public Schools, Morningside Community School, mzanin@pittsfield.net

Area of Focus: Learning Communities and Networks

1415

CULTIVATING COMMUNITY IN A CHANGING WORLD

Learn how to develop and cultivate community in a constantly changing environment. Hear what happened when two teachers from different schools and two staff developers engaged in action research to address a serious problem of practice: What does it take to build community in the virtual and hybrid worlds? Explore what we learned, how we learned it, and what impact it had on students, the curriculum, and systems.

Stevi Quate, Public Educ and Business Coalition, steviq@gmail.com

Shawna Jensen, Aurora Public Schools, North Middle School, srjensen@aurorak12.org

Annie Patterson, Public Education and Business Coalition, apatterson@pebc.org

Alisa Wills-Keely, Cherry Creek School District, Elevate, awillskeely@cherrycreekschools.org

Area of Focus: Learning Designs and Implementation

1416

POUR GASOLINE ON YOUR PL FIRE: TRANSFORMING PROFESSIONAL LEARNING THROUGH VIDEO

Video technology has the power to transform all aspects of your professional learning system, from teacher coaching to teacher-leader development to building libraries of instructional models to principal pipelines. Explore district strategies for launching, implementing, and supporting the use of video-based professional learning to create reflective and responsive practitioners and identify effects realized. Develop plans to integrate video-based professional learning in your own context.

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

Amy French, The School District of Lee County, AmyMFr@LeeSchools.net

Helen Martin, The School District of Lee County, HelenJMa@LeeSchools.net

Suzanne McGahey, Keller ISD, suzanne.mcgahey@kellerisd.net

Valerie Minor, Keller Independent School District, valerie.minor@kellerisd.net

Justin Taylor, Hartford Public Schools, TAYLJ006@hartfordschools.org

Area of Focus: Learning Designs and Implementation

1417

ASSESSING IMPACT TO PLAN THE FUTURE

Learn how one district used an eight-step evaluation process to assess the impact of its English learner program and make data-based decisions on future directions. Examine multiple data collection methods. Gain understanding of the challenges your district may face and how to overcome them. Reflect on your context to identify potential stakeholders. Create an action plan for implementing a program review.

Clara Howitt, Greater Essex County District School Board, clara.howitt@publicboard.ca

Jan Foy, Greater Essex Co Dist School Board, jan.foy@publicboard.ca

Area of Focus: Research & Impact



CONCURRENT SESSIONS / MONDAY DEC 6

2:30 PM – 4:30 PM (ET) / 2-HR

1418

BEST PRACTICES IN SUPPORTING STUDENTS EXPOSED TO TRAUMA

Learn how trauma response symptoms impact development and disrupt learning. Work through a case study to create a trauma-informed safety plan that identifies potential triggers and signs of escalation, along with calming strategies to address challenging behaviors. Develop a plan to share these trauma-informed practices with other educators and support staff working with students exposed to trauma.

Leah Riggs, NWEA, leah.riggs@nwea.org

Area of Focus: Social & Emotional Learning

1419

USING COMMUNITY CULTURAL WEALTH TO BUILD SOCIAL-EMOTIONAL HEALTH

Embracing community cultural wealth allows educators to see and value their students of color. This research-based model invites participants to leverage these forms of capital to strengthen students' sense of self and learning at school and at home. Explore cultural wealth

as a tool for social and emotional practice that moves teaching and learning closer to being anti-racist.

Rachael Brown, Kolektif V, kolektiv@gmail.com

Erin Crosby, Kolektif V, info@kolektiv.com

Area of Focus: Social & Emotional Learning

1420

ONBOARDING NEW INSTRUCTIONAL STAFF IN A VIRTUAL ENVIRONMENT

Learn how the Austin ISD's professional learning team shifted to onboarding new hires in a virtual environment using andragogical best practices. Walk through the professional learning scope and sequence for a new instructional staff member, including a district welcome and multiple professional growth opportunities throughout the year. Leave with examples of tools and protocols that you can personalize for your own district's use.

Mark Gurgel, Austin ISD, mark.gurgel@austinisd.org

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

Area of Focus: Virtual Professional Learning

4:45 PM – 5:45 PM (ET)



KEYNOTE ADDRESS

JAL MEHTA

Amplify, sunset, & create: How the pandemic can help us reimagine schooling

6 PM – 7 PM (ET)

NETWORKING SESSION

Join like-minded colleagues to discuss topics that are relevant for you.

6 PM – 7 PM (ET)

SPONSOR SESSION PRESENTED BY KICKUP

Professional Learning Data Design: Balancing Accountability and Compassion

COVID threw coaches and educators into the deep end of blended learning — which meant professional learning teams had to focus even more strongly on meeting everyone where they were. Learn how one district adapted to balance accountability with compassion, ensuring a high bar for instructional practice while supporting teachers who were still building confidence around new strategies. Explore an instructional platform designed to support individual educator growth in the context of district goals, and hear from professional learning leaders on adapting district strategy to lessons learned.

Presented by  kickup



9 AM – 9:45 AM (ET)

NETWORKING

SPONSOR SESSION PRESENTED BY WILSON LANGUAGE TRAINING

Achieving Literacy Success for ALL

Wilson Language Training is a provider of research-based reading and spelling programs for all ages. Its multisensory, structured curricula – Foundations®, Wilson Just Words®, the Wilson Reading System®, and Wilson Fluency®/Basic have been proven highly effective. The best way to achieve literacy success is to identify the individual student’s needs and then implement the correct teaching strategy. Come learn about the several literacy instructional models we have developed to meet the needs of distinct student populations: prevention and early intervention for K-3 students, intervention for older students, and intensive intervention. Each model differs

in practice, intensity, and duration, but all have been designed to help students master the appropriate level of literacy. This networking opportunity will allow you to learn how Wilson works and more about our professional learning, coaching for teachers, and support for school administrators.

Sponsored by



9:45 AM – 10 AM (ET)

CONFERENCE WELCOME

10 AM – 11 AM (ET)



KEYNOTE ADDRESS

KYLE SCHWARTZ

What students wish we knew

CONCURRENT SESSIONS / TUESDAY DEC 7

11:15 AM – 1:15 PM (ET) / 2-HR

2201

AMPLIFYING IMPACT WITH VIDEO-BASED COACHING

Inspire teachers to become comfortable with video-based learning and commit to engage in the process. Empower teachers to take risks and stretch their growth potential. Amplify professional learning networks for increased impact. Leave with strategies to use video-based learning as a tool for personalized professional learning

Helen Martin, The School District of Lee County, HelenJMa@LeeSchools.net

Amy French, The School District of Lee County, AmyMFr@LeeSchools.net

Gaynell Lyman, Advanced Learning Partnerships, gaynell@advancedpartnerships.com

Area of Focus: Coaching

2202

INSTRUCTIONAL COACHING MODELS IN A LARGE PRE-K-12 DISTRICT

Hear from a team of 34 instructional coaches grades K-12 who one year ago began a mission to partner with teachers to impact their instruction for the better and take student learning and achievement to the next level. East Aurora School District 131 believes that a strategic focus on instructional best practices coupled with purposeful planning for ongoing higher-order questioning and complex student thinking will positively impact student growth so that all students can reach their full potential. Learn about common districtwide models and language around instructional coaching definitions, data collection, main roles, and examples of supports.

Brad Wieher, Instructional Coaching Team, East Aurora School District 131

Area of Focus: Coaching



CONCURRENT SESSIONS / TUESDAY DEC 7

11:15 AM – 1:15 PM (ET) / 2-HR

2203

TRANSFORMATIVE COACHING FOR EQUITABLE OUTCOMES IN AURORA PUBLIC SCHOOLS

Transformative coaching focused on standards, student equity, and effective instructional practices has aligned our system to push our shared core beliefs and student achievement forward in Aurora Public Schools. In this presentation, we will model this process for coaching towards equity through collaboratively engaging in a case study. Participants will consider how analyzing student learning in instructional and coaching conversations can establish a culture of equity within a school. Further, participants will have an opportunity to try on the process to consider how various stakeholders can prioritize an equitable learning environment through planning for instruction. The following question will guide our session: "How does analyzing student learning place equity at the center?"

Jacqueline Kurz, Aurora Public Schools, South Learning Community - Elementary School, jakurz@aurorak12.org

Mary Kelly, Aurora Public Schools, mrkelly@aurorak12.org

Area of Focus: Coaching

2204

INSTRUCTIONAL LEADERSHIP TEAMS: CATALYSTS FOR IMPROVED STUDENT EXPERIENCE

How do effective instructional leadership teams organize and act to change the experience students are having in school? Engage with research-based tools designed to help you envision a student-focused team with equity-driven teacher efficacy, analyze your current state, and name an actionable step. Consider insights and artifacts from practicing school leaders as they focus teams on what matters most: students' experiences.

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

Theresa D'Angostino, City of Seattle Department of Education and Early Learning, Theresa.DAngostino@seattle.gov

Libby DeBell, Seattle Public Schools, Olympic Hills Elementary, ecdbell@seattleschools.org

Laura Jones, City of Seattle Department of Education and Early Learning, Laura.Jones@Seattle.gov

Colin Pierce, City of Seattle Department of Education and Early Learning, Colin.Pierce@seattle.gov

Area of Focus: Developing Leaders

2205

IMPLEMENTING VIRTUAL DATA EQUITY WALKS TO IMPROVE STUDENT OUTCOMES

Explore how districts overcome the challenge of identifying targeted professional learning tied to student outcomes. Experience how a case study school district used the Data Equity Walk to build leaders' capacity to identify targeted professional learning from data-driven decisions. Leave with a data protocol and process and a sample SMART plan focused on the systematic collection of balanced data to inform ongoing professional learning.

Bejanae Kareem, WestEd, bkareem@wested.org

Cindy Caldwell, WestEd, ccaldwe@wested.org

Ramon Garner, Atlanta Public Schools, John Lewis Invictus Academy, Ramon.garner@atlanta.k12.ga.us

Lauren Lamont, Atlanta Public Schools, Lauren.Lamont@atlanta.k12.ga.us

Lori Miller, Atlanta Public Schools, Lori.Miller@atlanta.k12.ga.us

Area of Focus: Equity & Excellence

2206

UNDERSTANDING THE DISTRICTS ADVANCING RACIAL EQUITY TOOL

Explore the components of the Districts Advancing Racial Equity (DARE) tool, which brings together what is known about district actions that can support racial equity. Practice using the tool to build staff capacity, use data-informed decision-making, and track progress toward more racially equitable opportunities and outcomes. Strengthen capacity to address key areas of district practice to build on the strengths and respond to the needs of students of color.

Marjorie Wechsler, Learning Policy Institute, mwechsler@learningpolicyinstitute.org

Damaris Rau, School District of Lancaster, damarisrau@lanaster.k12.pa.us

Keith Simmons, Griffin-Spalding County School District, keith.simmons@gscs.org

Larkin Willis, Learning Policy Institute, LWillis@learningpolicyinstitute.org

Area of Focus: Equity & Excellence



CONCURRENT SESSIONS / TUESDAY DEC 7

11:15 AM – 1:15 PM (ET) / 2-HR

2207

MAKING GRADES MATTER: PLCS AND STANDARDS-BASED GRADING

Examining the literature clearly reveals the need to overhaul traditional grading practices, yet creating systemic change in secondary schools is often challenging. Many schools understand the “why” behind shifting grading practices but often lack practical steps to implement much-needed change. Leveraging the work of professional learning communities, learn how you can implement steps within your collaborative teams to improve grading practices at the secondary level.

Nathan Wear, Linn-Mar CSD, nathan.wear@gmail.com

Matt Townsley, University of Northern Iowa, matt.townsley@gmail.com

Area of Focus: High Quality Curriculum

2208

CONNECTION, COHERENCE, & CAUSE AND EFFECT: FEEDBACK FOR EFFICACY

Our human nature is to seek coherence! Our brains remain hardwired to identify interconnections to establish meaning, yet we unintentionally create silos and competing priorities for teachers. Join us to empower and increase efficacy and well-being by building understanding of causal and interrelationships through transformational feedback practices and professional learning design. Learn from a state and district creating cohesion through an integration of habits, dispositions, social, emotional, and academic learning.

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

Joe Cappadonia, Forsyth County Schools, jcappadonia02@forsyth.k12.ga.us

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

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

Area of Focus: Leadership Practices

2209

MISTAKES AS AN INSTRUMENT FOR LEARNING

Given the novel and challenging circumstances of teaching during a pandemic, the issue is not whether teachers will make mistakes, but whether mistakes can serve as instruments to enable learning. Learn how to support teachers to grow comfortable and confident in their mistake-making by helping them develop the skills and competencies to recognize, react to, and repair them. Explore how you can help faculty embrace and leverage mistakes for the purposes of professional growth.

Zachary Cohen, St. Francis School, zak@thecorecollaborative.com

Area of Focus: Leadership Practices

2210

SHIFT HOW YOU LEAD CHANGE

What if making an intentional shift in the way you lead change in schools could greatly increase the likelihood of success? Learn a simple three-step framework to integrate self and team development in designing your next change effort. Apply this to map out a high-level timeline, begin self-reflection, and sketch out an initial assessment of the situation. Leave energized with a clear road map for productive change.

Kirsten Richert, Montclair State University, richertkirsten@gmail.com

Jeff Ikler, Quetico Coaching, jeff.ikler@gmail.com

Margaret Zacchei, University of Connecticut, University of Connecticut, mkzacchei@gmail.com

Area of Focus: Leadership Practices





CONCURRENT SESSIONS / TUESDAY DEC 7

11:15 AM – 1:15 PM (ET) / 2-HR

2211

INVESTING IN PEOPLE TO BRING ABOUT CHANGE

Leading school change that advances its status from being lowest performing to one with the highest growth scores in the state requires effective leaders who establish systems and structures that result in significant improvements. Examine the leadership efforts to establish a school climate based on trust, collaboration, and collective responsibility to effect these changes, and leave with practical examples of protocols and procedures that ground a school in enduring change.

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

Emily Reilly, Denver Public Schools, Valverde Elementary School, emily_reilly@dpsk12.org

Area of Focus: Learning Communities and Networks

2212

USING STUDENT VOICE TO SPUR ON CONTINUOUS IMPROVEMENT

The Texas Network for School Improvement has been using math as an entry point to address inequities across middle school student groups. Learn how the network creates a safe environment for leaders in the classroom, school building, and district to learn and collaborate through the use of a structured continuous improvement process. Explore the use of empathy interviews and other processes to gather student input to support root cause analysis. Practice the empathy interview protocol, including data analysis. Examine and use Innovation Configuration maps for effective math teaching practices to generate possible change ideas. Reflect and consider how it applies in your context.

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

Mary Davis, Charles A. Dana Center,
marydavis@austin.utexas.edu

Demoria Spotser, Duncanville IISD, Reed Middle School,
DSpotser@duncanvilleisd.org

Area of Focus: Learning Communities and Networks

2213

BUILD THE HOUSE: IMPLEMENTATION STRUCTURES

Do you see cracks in the implementation of new initiatives at your school? Repair these cracks and build a solid blueprint for change by learning through a process partnered with quality indicators for each step. Leave with an action plan to support your school.

Lauren Vaclavik, Kaneland CUSD #302, Kaneland High School, lauren.vaclavik@kaneland.org

Kirstin Murphy, Kaneland CUSD #302, Kaneland High School, kirstin.murphy@kaneland.org

Area of Focus: Learning Designs and Implementation

2214

EMPOWERING CULTURALLY RESPONSIVE EDUCATION THROUGH ACTION RESEARCH

Learn how teacher leaders from Denver Public Schools used action research to develop unique communities of practice that focus on anti-racist and culturally responsive pedagogies and result in real-time student and educator impact. Explore, through three different examples, how the action research model of professional learning can be adapted and applied across varied school contexts to drive measurable change and increase equitable, culturally responsive teaching.

Carmen Stagg, Denver Public Schools,
carmen_stagg@dpsk12.org

Anthony Abel-Pype, Denver Public Schools, Kunsmiller Creative Arts Academy, anthony_abel-pype@dpsk12.org

Kate Berger, Denver Public Schools, North High School,
kate_berger@dpsk12.org

Liv Saetta, Denver Public Schools, Summit Academy,
liv_saetta@dpsk12.org

Area of Focus: Learning Designs and Implementation



CONCURRENT SESSIONS / TUESDAY DEC 7

11:15 AM – 1:15 PM (ET) / 2-HR

2215

ONE FISH, TWO FISH, RED FISH, ZOOM FISH

How can preschool function in an online world? Learn how to create a preschool program that extends into your community in person and online with engaging, culturally sustaining, and research-based methods. Using Zoom, Canvas, and extensive professional learning, this early childhood program has made the leap into virtual learning with online home visits, literacy development, and relationship building while preparing students for kindergarten.

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

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

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

Area of Focus: Learning Designs and Implementation

2216

SCALING LEARNING FORWARD MENTORING: PRACTITIONER-LED IDEAS

See how partnerships expanded local capacity and transformed professional learning experiences into a blended learning format. By engaging teacher leaders to realign and streamline topics for use on a learning management system, the partnership incorporated culturally relevant practices and job-embedded assessment assignments into existing professional learning. Learn practical principles of asynchronous learning and adult learning theory, and apply these strategies to increase relevance and take programs to scale.

Suzanne Harris, Louisiana Association of Educators, sharris@lae.org

Blake West, NEA Center for Great Public Schools-Teacher Quality, bwest@nea.org

Area of Focus: Learning Designs and Implementation

2217

GOT IMPACT? MAXIMIZE COACHING RESULTS WITH GLASS-BOX EVALUATION

During a year of evolving needs, coaches and mentors provided constant, timely support to strengthen educators' instructional practices. Learn how a district amplified this precious resource with coach-mentor triads in their new teacher program and applied data-driven practices to illuminate the impact, open dialogue among stakeholders, and respond to ongoing teacher needs. Examine how a coaching program is planned, evaluated, and improved using the Assessing Impact methodology

Diane Lauer, St. Vrain Valley School District, lauer_diane@svvsd.org

David Baker, St. Vrain Valley School District, baker_david@svvsd.org

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

Victoria Kinzig, KickUp, victoria@kickup.com

Area of Focus: Research & Impact

2218

COMPASSIONATE SCHOOL PRACTICES: ALLEVIATING STRESS AND FURTHERING WELL-BEING

Compassionate schools promote healing and equity, support families, and build student and staff well-being and resiliency. Gain tools to assess leadership practices and build a network of compassionate school leaders. Learn how your school community can incorporate practices for improving school culture and climate, improving wraparound services, enhancing family involvement, and involving students in co-creating their own guidelines for compassionate self-care and community care.

Christine Mason, Center for Educ. Improvement, chrismason@edimprovement.org

Dana Asby, New England Mental Health Center, dasby@edimprovement.org

Kristen Levesque, Maranacook Community Middle School, RSU 38, kristen_levesque@maranacook.com

Martha Staeheli, Yale Program for Recovery and Community Health, New England Mental Health Technology Transfer Center- Yale School of Medicine, martha.staeheli@yale.edu

Area of Focus: Social & Emotional Learning



CONCURRENT SESSIONS / TUESDAY DEC 7

11:15 AM – 1:15 PM (ET) / 2-HR

2219

SEL: WHAT STAFF SHOULD UNDERSTAND, EXPERIENCE, AND MODEL

Many schools and districts have adopted evidence-based practices to promote social and emotional learning for students, but how do you set up the right conditions and experiences for adults so they are prepared and confident to lead SEL? Hear the voices of educators in districts and schools, explore tools for adult SEL, experience simulated staff meetings, and customize a learning activity to use in your workplace.

Claire Schu, CASEL, cschu@casel.org

Area of Focus: Social & Emotional Learning

2220

PLAN! PIVOT! PARTICIPATE! PANDEMIC PROFESSIONAL LEARNING

Explore how Miami Dade Public Schools address professional learning by developing virtual sessions of endorsements programs, professional tutorials, onboarding, mentoring, coaching, collaboration, planning, and professional learning conferences due to the pandemic. Learn how sessions were pivoted from face-to-face to virtual format to support all district personnel that serves as an exemplar for large urban school districts to model in meeting challenges presented by the pandemic.

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

Zina Berman, Miami Made County Public Schools, Zberman@dadeschools.net

Area of Focus: Virtual Professional Learning

1:30 PM – 2:15 PM (ET)

LUNCH

NETWORKING

Join like-minded colleagues to discuss topics that are relevant for you.

SPONSOR SHOWCASE PRESENTED BY WESTED

ELMES Accelerating Language Development for English Learners

Join the English Learners and Migrant Education Services (ELMES) team to learn about WestEd's Quality Teaching for English Learners professional learning approach to provide both elementary and secondary educators with the supports they need to accelerate language development, academic literacy, and disciplinary knowledge of all students, particularly English Learners.

Sponsored by:  WestEd.org

“The Fall 2020 Learning Forward Conference created engaging, inspiring, and inspirational professional learning experiences--all within a virtual platform! From equity & diversity to one of the best literacy sessions I’ve attended in a long time--and, of course, tech tools & tips throughout, they have set the bar for what a professional learning conference should be.”

— Jill Haltom, Literacy Specialist



CONCURRENT SESSIONS / TUESDAY DEC 7
2:30 PM – 4:30 PM (ET) / 2–HR

2401

ACCELERATED COACHING

Explore how to use transformation coaching to accelerate building teacher capacity and yield systemic change in schools and districts. Learn how to foster results-driven and collaborative conversations to enhance the coaching cycle. Leave understanding how to infuse actionable feedback that supports content building and instructional delivery.

Sebrina Palmer, Mississippi Achievement School District, sebrina1908@yahoo.com

Shamethria Beaman, Sunflower County Consolidated School District, Sbeaman@sunflower.k12.ms.us

Area of Focus: Coaching

2402

INDUCTION TOOLS TO TRANSFORM EFFICACY OF NOVICE TEACHERS IN PERSON AND VIRTUALLY

Learn how coaches and mentors effectively support novice teachers to build and transform efficacy and increase student learning. Explore one district's induction program, which combines principles of practice and formative feedback to increase equity for learners and promote teacher efficacy that results in student learning. Experience the empowering Problems of Practice Protocol. Leave with key components of an induction program focused on teacher and student growth.

Christy Berg, Northshore School District, cberg@nsd.org

Susan Martin, Northshore School District, smartin@nsd.org

Area of Focus: Coaching

2403

REDUCING STRESS ONE CONVERSATION AT A TIME

Expand your tool kit with specific coaching strategies that support adult emotional well-being and growth. Learn professional coaching strategies for supporting people during difficult times. Leave with increased skills for empowering yourself and others to be resilient and efficacious in times of stress.

Ann Pearce, Possibilities Unlimited, dr.annpearce@gmail.com

Jenny Edwards, Fielding Graduate University, jedwards@fielding.edu

Area of Focus: Coaching

2404

ALASKA SCHOOL LEADERSHIP ACADEMY: INDUCTION FOR HIGH-QUALITY LEADERSHIP

Examine strategies for school leader induction that overcome obstacles in a large, mostly rural state, such as remoteness, turnover, and variation in school size, structure, and achievement. Explore promising practices for developing a well-functioning community of practice virtually for school leaders. Learn about the Logic Model for the Alaska School Leadership Academy and the outcomes and challenges based on four years of implementation.

Sam Jordan, The Alaska Staff Development Network, sjordan@alaskaacsa.org

Dale Cope, Evaluation Services LLC, dalecope54@gmail.com

Lisa Parady, Alaska Council of School Administrators, lparady@alaskaacsa.org

Area of Focus: Developing Leaders

2405

TEACHER LEADERSHIP IN THE 50TH STATE

Teacher leaders are instrumental to the academic achievement of all learners. The Hawai'i Department of Education provides numerous ways teachers can pursue leadership opportunities that, in turn, support students, staff, and school-level stakeholders. From mentoring beginning teachers to implementing action research and passion projects, and finally elevating teacher voice through advocacy work, Hawaii's teacher leaders are continuing to promote learner success through value-added initiatives and opportunities.

Sandy Cameli, Hawaii Department of Education, HIDEO Leadership Institute, Sandy.Cameli@k12.hi.us

Kristen Brummel, Hawaii Department of Education, HIDEO Leadership Institute, Kristen.Brummel@k12.hi.us

Keri Shimomoto, Hawaii Department of Education, Hawaii Teacher Induction Center, Keri.Shimomoto@k12.hi.us

Carolyn Tsukamoto, Hawaii Department of Education, Hawaii Teacher Induction Center, Carolyn.Tsukamoto@k12.hi.us

Area of Focus: Developing Leaders

**CONCURRENT SESSIONS / TUESDAY DEC 7**

2:30 PM – 4:30 PM (ET) / 2-HR

2406**BEWARE OF EQUITY TRAPS AND TROPES**

Learn some of the most common traps and tropes that thwart school equity work. Examine the traps and tropes in action and learn ways to identify, unpack, and disrupt them. Leave this session with new ideas for recentring equity in your day-to-day work.

Jamila Dugan, Safir and Associates,
jamila.dugan@gmail.com

Shane Safir, Shane Safir and Associates,
shane@shanesafir.com

Area of Focus: Equity & Excellence

2407**SYSTEMIC EQUITY IMPROVEMENT THROUGH CROSS-SCHOOL PROFESSIONAL LEARNING NETWORKS**

Consider how schools can move beyond one-shot equity professional learning and develop robust teams that create context-specific plans to dismantle racism. Explore how the use of equity improvement cycles builds capacity for school teams and cross-school collaboration and support. Learn from four principals of color about the process and teamwork and leave with protocols, resources, and materials to begin your context-specific team journey.

Mary Antón, Learning.Learning.Becoming - Equity Leadership Consulting, dr.maryanton@gmail.com

Samuel Etienne, Elizabeth School District, Winfield Scott School No.2, etiensa@epsnj.org

Eliza Loyola, Austin Independent School District, Menchaca Elementary School, eliza.loyola@austinisd.org

Andrea Steele, Tucson Unified School District, Cragin Elementary School, andrea.steele@tusd1.org

Lee Teitel, Reimagining Integration: Diverse and Equitable Schools Project, Harvard Graduate School of Education, Lee_Teitel@gse.harvard.edu

Area of Focus: Equity & Excellence

2408**WE SEE YOU! IDENTIFY, ENGAGE, AND SUPPORT LONG-TERM ENGLISH LEARNERS**

Identify the unique characteristics of long-term English learners and explore research-based practices to engage and support them. Using an equity lens, you will focus on oral language discourse and reading complex, grade-level texts to promote academic achievement for long-term

English learners. Learn leadership practices that facilitate and sustain long-term English learners' achievement to help leaders and coaches embed the work in their everyday practice.

Sara Slowbe, Temecula Valley Unified School District, Erle Stanley Gardner Middle School, sgslowbe@gmail.com

LuzElena Perez, Cotati-Rohnert Park Unified School District, drleperez@gmail.com

Jannis Wilson, Escondido Union High School District, jannisb@att.net

Area of Focus: Equity & Excellence

2409**HIP-HOP PEDAGOGY AND LITERACY INSTRUCTION**

Increase your awareness of the relationship between cultural competence, culturally responsive education, and hip-hop pedagogy. Building on research-based best practices, learn practical strategies for engaging secondary students in literacy instruction through hip-hop pedagogical approaches. Leave with practical tips for implementing hip-hop pedagogical approaches to engage diverse learners.

Jahkari Taylor, Purpose Pushers LLC, jtwithapurpose@gmail.com

Area of Focus: High Quality Curriculum

2410**SONG OF MYSELF: EXPLORING THE LANGUAGE OF PROTEST**

As America continues to fracture, the humanities offer the language of shared identity and experiences. Drawing from scholarly and instructional resources developed by the National Humanities Center, this session will explore interdisciplinary approaches to finding common ground through literature, art, and music in the English language arts classroom. From the beautiful vignettes of Whitman, Alabama, to the graffiti of social movements in the Middle East, we will discover and discuss open educational resource best practices in the context of culture, identity, and history.

Andy Mink, National Humanities Center, amink@nationalhumanitiescenter.org

Camille Bernstein, Natick Public Schools, Natick High School, camillenapierbernstein@gmail.com

Area of Focus: High Quality Curriculum



CONCURRENT SESSIONS / TUESDAY DEC 7
2:30 PM – 4:30 PM (ET) / 2–HR

2411

MOTIVATION MAGIC

Wish you could wave a magic wand and motivate teachers on your campus? Explore theory and practice about what motivates us and how to apply these principles to teacher effectiveness. No smoke and mirrors - discover strategies that work to cast a spell of inspiration over your campus and classrooms.

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

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

Area of Focus: Leadership Practices

2412

TENDING TO THE SEL NEEDS OF ADULTS

Experience firsthand people-first and work-first practices used by school leaders to strategically care for the adults in their school buildings. Assess your personal resilience and explore the connection between resilience, self-care, and social-emotional learning. Use a framework for crisis leadership to position your learning and application.

Thomas Van Soelen, Van Soelen & Associates,
thomas@vansoelenassociates.com

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

Rebecca Williams, Fulton County Schools,
williamsR01@fultonschools.org

Area of Focus: Leadership Practices

2413

THOUGHT PARTNERS FOR CHANGE MOVING FORWARD

Examine strategies to build teacher leadership capacity that impacts student learning outcomes. Learn and practice ways to support the work of professional learning communities (PLCs) among thought partners working collaboratively in your school. Explore how to develop the leadership capacity of teachers that impacts PLC work and school culture. Learn ways to connect professional learning to teachers' work in their PLCs, and leave with an action plan for supporting teachers in PLCs.

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

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

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

Area of Focus: Leadership Practices

2414

HQI LIVE!: UNPACKING THE BLACK BOX OF INSTRUCTION

Ensuring that all educators understand and implement high-quality instruction that yields ambitious outcomes for all learners requires a different model of professional learning. Analyzing live teaching practice is at the heart of one district's model, where educators create a shared understanding of high-quality instruction that provides coherence across the district. Explore the research behind the need for a shared understanding of high-quality instruction and why it is so challenging to achieve. Learn about the district's approach to defining high-quality instruction. Examine the intent behind the professional learning design, and experience the active learning component of the district's approach.

Anna Cutaia, Milford Public Schools,
acutaia@milforded.org

Amy Fedigan, Milford Public Schools,
afedigan@milforded.org

Isobel Stevenson, Connecticut Center for School Change, istevenson@ctschoolchange.org

Area of Focus: Learning Communities and Networks

2415

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 that incorporated long-range vision, an instructional coaching model, a 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, donna.brown@sfsd.org

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

Area of Focus: Learning Communities and Networks



CONCURRENT SESSIONS / TUESDAY DEC 7

2:30 PM – 4:30 PM (ET) / 2-HR

2416

LEARNING THAT STICKS FOR TEACHER DEVELOPMENT

Understand how memory works and how to create experiences that engage learners of all ages in deep learning. Learn about and experience a brain-friendly model of learning that taps into the power of curiosity, intrinsic motivation, and the science of learning to help learners master new knowledge and skills, practice and reflect on their learning, and ultimately, extend and apply what they've learned so that it sticks.

Bryan Goodwin, McREL, bgoodwin@mcrel.org

Tonia Gibson, McREL, toniagibson99@gmail.com

Area of Focus: Learning Designs and Implementation

2417

VALUING ALL EDUCATORS: CLASSIFIED EMPLOYEE PLCs

Classified employees – from instructional assistants to bus drivers – play a pivotal role in students' lives but rarely have the same access to meaningful professional learning as licensed educators. Learn how the Oregon Education Association, representing nearly 8,000 classified members, used a variety of professional learning community (PLC) learning designs to support classified members across the state. Leave with ideas and resources for creating a system of PLCs to support classified employees.

Andrea Shunk, Oregon Education Association, andrea.shunk@oregoned.org

Kim Read, Oregon Education Association, kim.read@oregoned.org

Area of Focus: Learning Designs and Implementation

2418

GAME CHANGERS: INSIGHTS INTO WHAT MAKES PROFESSIONAL LEARNING TRANSFORMATIVE

There is no silver bullet in professional learning. Transformative professional learning in one setting may only lead to middling impacts in other settings. While there is limited research on effective professional learning, there is anecdotal evidence on the nuances of what

types of professional learning works (and why it doesn't). Explore what we can learn from anecdotal and emerging evidence from job-embedded professional learning such as mentoring, coaching, and teacher leadership. Consider the nuances of implementation, context, and resources that may impact the effectiveness of professional learning as well as the implications of anecdotal evidence on professional learning for research and practice.

Catherine Jacques, Center on Great Teachers and Leaders, cjacques@air.org

Area of Focus: Research & Impact

2419

ENHANCING YOUR TOOLBOX FOR SYSTEMIC SEL

Hear how one large urban school district created a systemic approach for social and emotional learning. Explore strategies, practices, and resources that support strengthening adult SEL skills, improving climate and culture, and teaching students SEL skills through explicit instruction and integrating SEL into academics. Gain a toolbox to support your school or district with shifting to a more systemic approach to SEL while using a continuous improvement model.

June Eassa, School District of Palm Beach County, june.eassa@palmbeachschools.org

Kristen Rulison, School District of Palm Beach County, kristen.rulison@palmbeachschools.org

Area of Focus: Social & Emotional Learning

2420

DIGITALLY ENHANCED PROFESSIONAL LEARNING

Learn how new digital tools can be used to enhance professional learning. 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

Area of Focus: Virtual Professional Learning

4:45 PM – 5 PM (ET)

CLOSING REMARKS

Revised Standards for Professional Learning are on their way!

In **spring 2022**, Learning Forward will release revised Standards for Professional Learning along with several practical implementation tools for educators in various roles. Since the release of the first draft at the 2020 Annual Conference, Learning Forward, with support from advisors and stakeholders, has continued to refine the standards in progress and begin development of new tools, including updated Innovation Configuration Maps.



At the conference, join us at one of our Standards Sessions for updates and conversation about what's coming soon in revised Standards for Professional Learning.

In each brief session, we'll offer quick updates on resources in progress with time for Q&A.

Networking/Standards/Sponsor Sessions

Monday, Dec. 6

1:30-2:15 pm

6-7 pm

Tuesday, Dec. 7

9-9:45 am

1:30-2:15 pm



LEARNING FORWARD'S

Mentor Teacher Academy

Now available online with open enrollment for individuals and teams.

Ensure your mentors and new teachers receive the support they need as we rebuild.

***Mentor Teacher Academy** is a powerful investment of your American Rescue Plan funds.

At a time when bolstering the education workforce is so important, Learning Forward stands ready to help your district.

Through a customized, multi-day, blended learning experience, your mentors will learn to prepare experienced teachers to model, guide, and coach beginning teachers towards highly accelerated effectiveness. Effective mentoring ensures that each of our children benefits from a highly qualified teacher. As you look to recovery and reinvention, Learning Forward helps you ensure that your most recent hires are equipped to be the most effective throughout their entire career.

Your mentors will learn to

- Build strong relationship and communication skills;
- Apply adult learning theory to the mentoring role;
- Diagnose and prioritize classroom management, instruction, and content-specific pedagogy;
- Design and implement a mentoring support plan;
- Develop mentee knowledge and skills; and
- Support mentee growth and development to address your students' learning needs.

For more information, contact Sharron Helmke, acting vice president, professional services, at sharron.helmke@learningforward.org | services.learningforward.org



Understanding mentor roles, responsibilities, and expectations



Applying a three-phase mentoring cycle



Establishing and maintaining trust with beginning teachers



Conducting classroom observations



Mentoring for classroom management



Analyzing observation data



PHILANTHROPIC PARTNERS



BILL & MELINDA GATES FOUNDATION

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



CARNEGIE CORPORATION OF NEW YORK

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



CHARLES AND LYNN SCHUSTERMAN FAMILY PHILANTHROPIES

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



PHILANTHROPIC PARTNERS

ROBIN HOOD LEARNING + TECHNOLOGY FUND



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

WALLACE FOUNDATION



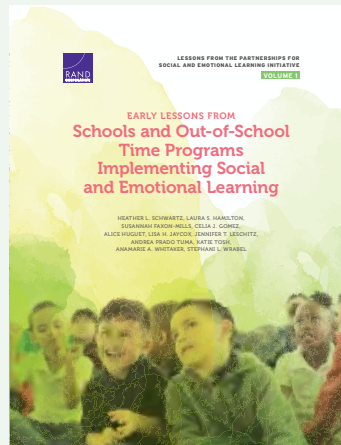
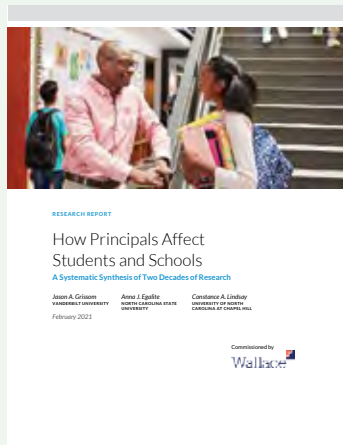
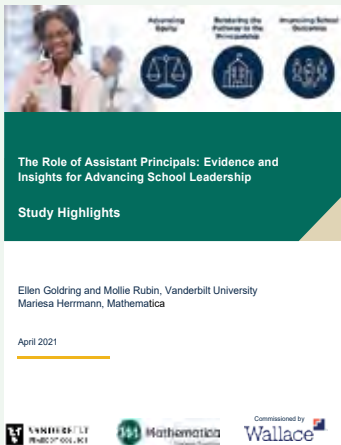
Based in New York City, The Wallace Foundation is an independent national philanthropy whose mission is to foster equity and improvements in learning and enrichment for young people, and in the arts for everyone. Current areas of interest include school leadership, expanding and diversifying audiences for the arts, social and emotional learning, summer learning, arts education, and afterschool. Wallace aims to help solve problems facing the fields in which it works, benefiting both the organizations it funds directly and the broader field by developing credible, useful knowledge to inform policy and practice nationwide. Research commissioned by and produced by the foundation is available without charge from the Knowledge Center at www.wallacefoundation.org.

WILLIAM AND FLORA HEWLETT FOUNDATION



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

The Wallace Foundation Knowledge Center



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ROCKIES HOST COMMITTEE PHILANTHROPIC PROJECT



Please join Learning Forward in supporting the **Second Wind Fund**, an organization devoted to decreasing the incidence of suicide in children and youth by removing financial and social barriers to treatment.

Suicide is currently the leading cause of death for youth ages 10 to 24 in Colorado. Over the past three years, Colorado's teen suicide rate increased 58%, the highest increase of any state in the country. In 2019, nearly half of youth ages 3 to 17 in Colorado didn't receive needed mental health treatment or counseling. Financial barriers are commonly cited as factors associated with lack of access to mental health treatment.

Second Wind Fund believes that every child and youth at risk of suicide should have access to the mental health treatment they need. They match children and youth at risk for suicide with licensed therapists in their communities. If a financial or social barrier to treatment is present, they pay for up to 12 sessions of therapy from one of their specialized network providers. Their unique program helps referred youth discover hope and healing in their lives.

Consider making a contribution of any amount to support Second Wind Fund. Thank you!

coloradogives.org/LearnFwd21



LEARNING FORWARD'S

Teacher Learning Teams

Now available online.

Speed recovery by equipping your schools to be true learning communities.

***Teacher Learning Teams** is a powerful investment of your American Rescue Plan funds.

Collaborative learning is the heart of continuous learning that addresses short- and long-term needs.

Learning Forward supports districts in developing effective professional learning communities that create cultures of continuous learning. We build educators' expertise in utilizing an ongoing improvement process that increases student learning by fostering professional growth and instructional improvement.

- Sustain cultures that support teachers' learning in community;
- Implement the five-stage learning team cycle;
- Use student data to identify educator and student learning needs to accelerate learning;
- Support teachers in crafting their own learning and improvement plans;
- Build, scale, and sustain a coherent professional learning system that connects adult learning and equitable student outcomes.

For more information, contact Sharron Helmke, acting vice president, professional services, at sharron.helmke@learningforward.org | services.learningforward.org



Guide continuous improvement



Promote collective responsibility



Ensure goal alignment

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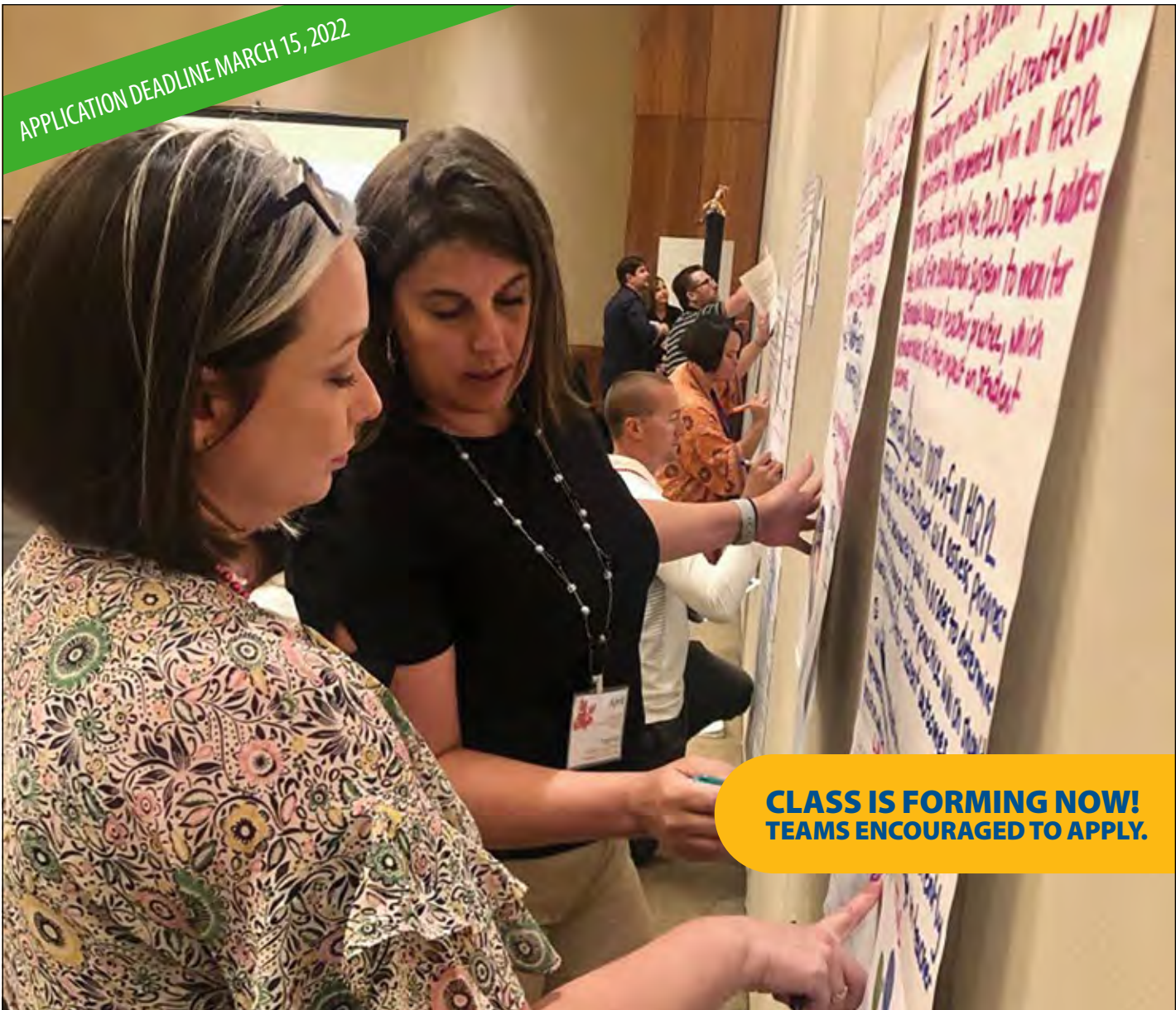
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For an online application or to learn more about the Academy and scholarship opportunities, visit www.learningforward.org/academy



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Cancellation Policy

A \$25 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by November 10, 2021 to receive a full refund. A 50% refund will be given to written requests received by November 19, 2021. No refunds will be issued for cancellations received after November 19, 2021. Learning Forward reserves the right to process refunds after the conference concludes.

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First Name _____ Last Name _____
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Work Email _____

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	Early Bird Registration 5/1/2021 – 8/2/2021		Early Registration 8/3/2021 – 11/1/2021		Regular and Onsite Registration 11/2/2021 – 12/7/2021	
	Member	Nonmember	Member	Nonmember	Member	Nonmember
SUNDAY - 12/5 Preconference	\$168	\$209	\$183	\$224	\$193	\$234
MONDAY - 12/6 Conference	\$153	\$194	\$168	\$209	\$178	\$219
TUESDAY - 12/7 Conference	\$153	\$194	\$168	\$209	\$178	\$219

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