



Recommendations for Federal Programs Officers

Saturday, December 2

9:00 a.m. – 4:00 p.m.

PC 101 Taking the Lead

Learn about the 10 roles described in the second edition of *Taking the Lead: New Roles for Teachers and School-based Coaches*, how the roles contribute to teaching quality and student learning, and the knowledge, skills, practices, and challenges associated with each role. **Joellen Killion**, Learning Forward, Lakeway, TX; **Cindy Harrison**, Learning Forward, Edmonds, WA.

PC 110 A New Way of Building Partnerships With Families

Experience and apply an evidence-based strategy to help parents learn key skills to support their children's education, monitor progress, and advocate for them when necessary. **Luz Santana**, **Andrew Minigan**, The Right Question Institute, Cambridge, MA.

PC 114 What Teacher Teams Do to Maximize the Impact of Formative Assessment

Learn how to unleash the power of teacher teams by facilitating their deep learning and application of a four-step formative assessment cycle. **Nancy Love**, **Nina Smith**, and **Robin Whitacre**, Research for Better Teaching, Acton, MA.

Sunday, December 3

9:00 a.m. – 4:00 p.m.

PC201 Becoming a Learning Team

Based on the latest book in Learning Forward's "learning series," this session focuses on the actions of the professional learning team in the application of a five-stage cycle of continuous learning. **Tanya Batzel**, Cherry Creek Schools, Cherry Creek, CO; **Clara Howitt**, Greater Essex County District Schools, Windsor, Ontario, Canada; **Kellie Randall**, Cherry Creek Schools /Learning Forward Colorado, Cherry Creek, CO.

PC207 Guiding Teams to Excellence With Equity

Move beyond good intentions by developing what it takes to guide the transformation of a school or district into one that is inclusive, equitable, and excellent for students in all demographic and identity groups. **John Krownapple**, Howard County Public School System, Fulton, MD; **Franklin Campbell-Jones**, Campbell Jones & Associates, West Friendship, MD.

PC211 Formative Assessment in the Brain-Compatible Classroom

Whether they are called multiple intelligences or gifts, students come to class with many different ways of knowing. Gain strategies that help move you from deciding what you want students to know and be able to do to knowing when they have mastered essential learning. **Marcia Tate**, Developing Minds, Inc., Conyers, GA.



Monday, December 4

8:15 – 11:15 a.m.



TL11 Little Big Change

Learn about the forces of change that affect lives of teachers and learners across the US and throughout the world today. **Andy Hargreaves**, Brookline, MA; **Michael Fullan**, Toronto, ON, Canada.



TL12 Learning from TALIS and PISA: What We Learn from Teachers

Learn about the international surveys, TALIS and PISA, and prepare for TALIS 2018 and the opportunity to reflect upon our attitudes toward teaching and the challenges that education faces worldwide. **Andreas Schleicher**, OECD, Paris, France.



TL13 Building a Pipeline of Effective Principals: Learnings from Urban Districts

Hear how urban districts participating in The Wallace Foundation's Principal Pipeline developed an affordable pipeline of great school principals to improve leadership and ultimately, teaching and learning. **Julia Kaufman**, Rand Corporation, Pittsburgh, PA; **Tricia McManus**, Hillsborough County Public Schools, Tampa, FL; **Glenn Pethel**, Gwinnett County Public Schools, Suwanee, GA.

Monday, December 4

8:30 – 11:30 a.m.

1303 Leading for the Growth Mindset in Classroom Practice

Join us in building on last year's presentation to explore expanding the role of leaders and coaches in embedding high expectations in the culture of the school and the practice of all staff members. **Jonathan Saphier**, **DeNelle West**, Research for Better Teaching, Inc., Acton, MA.

1311 Building Capacity: Instructional Coach and Colleagues

Learn how research findings and our conversations with educators at all levels suggest the need for differentiated, sustained professional learning to increase teacher development and make a positive impact on student learning. **Daryl Michel**, University of Texas at Austin, Austin, TX.

1330 Data Analysis That Creates Sustainable Whole-School Systems: An Urban Success Story

Follow one school's journey of implementing a systematic, sustainable whole-school approach to math intervention and see how to realize a vision for equity and high student achievement by using a proven data analysis method. **Elizabeth Namba**, **Denise Dierolf**, and **Jennifer Newman**, DC Public Schools, Washington, DC.



Monday, December 4

9:30 – 11:30 a.m.

1212 High-Impact Instruction

Join this workshop to gain an overview of the instructional teaching strategies teachers can implement to increase engagement and mastery from high-impact instruction. **Jim Knight**, Instructional Improvement Group, Lawrence, KS.

1216 Technology to Engage Thinking

Consider the role technology plays in student engagement by participating in high-impact tasks of technology and thinking; use a rubric to analyze student work for cognitive demand, engaging qualities and academic strategies. **John Antonetti**, Colleagues on Call, Bryant, AR.

1221 Inside-Out PD: Teachers as Seeds for Innovation

Hear about a school-based professional learning model that supports and utilizes teacher teams as coaches who analyze classroom data to examine and expand learning opportunities. **Niamh McQuillan**, **Harvey Chambers**, and **Rafe Park**, Baltimore County Public Schools, Windsor Mill, MD.

Monday, December 4

12:15 – 2:15 p.m.



Lunch & Keynote: Empowering Global Citizens Through Education, Innovation, and Reform. **Fernando Reimers**, Ford Foundation professor of Practice in International Education; director, Global Education Innovation Initiative; director, Master's program, International Education Policy, Harvard University.

Monday, December 4

2:30 – 4:30 p.m.



TL14 Networked Communities Engaged in Improvement Science: How We Can Get Better at Getting Better

Hear how Networked Improvement Communities (NIC) unite the discipline of improvement science with the power of networked communities to spread a reform idea faster and more effectively by engaging practitioners in local contexts. **Paul LeMahieu**, Carnegie Foundation for the Advancement of Teaching, Stanford, CA.



TL15 Global Competencies Framework

Maureen McLaughlin, U.S. Department of Education, Washington, DC.

Monday, December 4

2:30 – 4:30 p.m.

1408 Becoming a Learning Team

Engage in an overview of a five-stage teacher team learning cycle based on Learning Forward's recent book *Becoming a Learning Team*. Explore steps teacher teams can take toward intentional, collaborative



professional learning. **Brenda Conley**, Towson University, Finksburg, MD; **Gina Cash**, Howard County Public Schools, ElkrIDGE, MD.

1415 Using Video for High-Impact Instruction

Review strategies for designing video learning cycles, examine protocols for facilitating conversations in a virtual context, and leave with a blueprint for taking action in your own context. **Jim Knight**, Instructional Improvement Group, Lawrence, KS; **Adam Geller**, Edthena, San Francisco, CA.

1428 Equal Does Not Mean Equitable

Learn how to develop proficient district- and campus-level learning systems that meet the academic and social needs of economically disadvantaged students. **Sharon Wilkes**, **Trana Allen**, **Kathy Cawthron**, and **John Yonker**, Round Rock ISD, Round Rock, TX.

1430 It's all in the Planning: Strengthening Teachers' Planning Through Observation and Feedback

Analyze a case study through the lens of Danielson's Framework for Teaching and consider feedback and coaching as a means of job-embedded professional learning that supports teachers' growth and improves student learning outcomes. **Lisa Hertzog**, **Margoriet Roberts**, New York City Department of Education, New York, NY.

1445 Urban Turnaround: Building Success That Lasts

Join this session to develop systems that sustain turnaround practices through collective commitments for student learning, collaborative professional learning, and a focus on continuous improvement. **Nathan Meyer**, **Michelle Marrillia**, and **Rebecca Nicolas**, Jefferson County Public Schools, Louisville, KY.

Monday, December 4

4:45 – 5:45 p.m.

FF03 Unpacking Turnaround Success

Join this session and take a peek into the workings of systemic change. Engage with other participants in a case-study approach to analyze the data and decisions of one school moving from turnaround to success. **Trent Kaufman**, **Hollie Pettersson**, Ed Direction, Salt Lake City, UT.

FF08 Learning Through Mistakes

Recognize the power of mistakes and design brain-based opportunities for learning from them. Pinpoint growth mindsets and dispositions in learners so that errors become springboards for increased learning. **Amie Weinberg**, Prince William County Public Schools, Manassas, VA.

Tuesday, December 5

8:15 – 11:15 a.m.



TL21 Navigating Social Emotional Learning from the Inside Out

Delve into a new evidence-based guide for teachers, leaders and administrators that draws from a study of 25 effective social-emotional learning programs as well as program profiles, resources and practical tools. **Stephanie Jones**, Harvard Graduate School of Education, Boston, MA.



TL22 Teaching in the Machine Age

Gain an understanding of the ways in which education systems may leverage technology to make teacher professional expertise more widely available, thereby ensuring that every student has access to high-quality teaching. **Thomas Arnett**, Clayton Christensen Institute, Redwood City, CA.



TL23 Leading Together: The Evolution of Cross-District Collaboration

Hear a panel of superintendents discuss this community of practice and how the

collaboration has built broader capacity across large urban, mid-sized suburban and small rural districts alike. **Ky Vu**, Bill & Melinda Gates Foundation, Seattle, WA; **Brenda Longshore**, Highlands County, Sebring, FL; **Desmond Blackburn**, Brevard Public Schools, Viera, FL; **Susan Moxley**, Tavares, FL; **Debra Pace**, Osceola School District, Kissimmee, FL.

Tuesday, December 5

8:30 – 11:30 a.m.

2312 #REDESIGNPD: Putting High-Quality Professional Learning on our RADAR

Learn about and discuss the five essential elements of high-quality professional learning, as designed and implemented in a large public school district. **Andrea Cummings**, **Jamalya Jackson**, and **Diamar Roman**, Hillsborough County Public Schools, Tampa, FL.

2329 An Express Route to EQUITABLE Student Outcomes

Analyze student work samples and apply a culturally responsive pedagogy in a learning design that establishes learning partnerships between teachers and students and has been implemented in hundreds of schools nationwide. **Amy Colton**, Learning Forward Michigan, Ann Arbor, MI; **Georgea Langer**, Naples, FL; **Virginia Winters**, Wayne Regional Educational Service Agency, Wayne, MI.

2330 Redesigning Data-Driven Professional Learning Through Teacher Leadership

Explore how a large urban school system analyzed implementation and application data to differentiate learning designs and align resources to improve access to and impact of professional learning opportunities on educator practice. **Laryssa Doherty**, Boston Public Schools, Charlestown, MA; **Juliet Correll**, Frontline Education, Andover, MA; **Natacha Scott**, Boston Public Schools, Boston, MA.

Tuesday, December 5

9:30 – 11:30 a.m.

2208 Teaching Through the Language Lens

Empower teachers and coaches with tools to support all students in developing academic language needed to ensure their achievement. Learn to apply the language lens to students' written and oral



work to enhance instructional coaching. **Sarah Ottow**, Confianza: Equity, Language, Literacy, Ashland, MA; **Beth Skelton**, Educational Consultants, LLC, Crawford, CO.

2214 Mentoring New Teachers to Address Issues of Equity

Learn how a large school district provides support and mentoring to guide new general and special education teachers in addressing issues of equity in their classrooms. **Caroline Satoda, Patrick Hennessey, Vanessa Hutchinson-Szekely, Lori Murakami, Katurah Weyenberg**, San Francisco Unified School District, San Francisco, CA.

2221 Designing Restorative Professional Learning from the Inside Out

Take an in-depth look at a professional learning planning framework that promotes transfer and makes a difference in teacher practice and student learning. **Qena Jennings, Kristina Herrera**, City of San Antonio, San Antonio, TX,

2225 Starting a Movement: To and Through the BAR

Learn how to fulfill the promise that education should offer high levels of learning for ALL. Engage with other participants to gain clarity about what "high levels of learning" means and what collective responsibility looks like (and define BAR) in practice. **Kenneth Williams**, Unfold the Soul, Inc., Sharpsburg, GA.

2229 Equity and Inclusion Through Student Voice and Inquiry

Learn how an Ontario school district uses a reflective curriculum planning process to provide 1–12 professional learning about inclusive pedagogy. **Harjit Aujla, Katherine Sterne, Lori Haeney, Mistry Hiren, Meaghan Hopkins**, and **Beverly McArthur**, Peel District School Board, Mississauga, ON, Canada.

Tuesday, December 5

12:15 – 2:15 p.m.



Lunch & Keynote: Leading and Learning from Partnerships and Relationships That Achieve Transformation

Tuesday, December 5

2:30 – 4:30 p.m.



TL24 How Much Do Your School Leaders Know About Improving Teaching and Learning? Join this presentation and engage in analyzing compelling assessment results illustrating the level of instructional expertise among school leaders across the country. **Stephen Fink**, University of Washington, Seattle, WA.



TL25 Principals Path to Leadership

Hear from winners of the 2015 AMEX Principals Path to Leadership grant as they share information about their programs and progress. **Linda Felton-Smith**, Alabama State Department of Education; **Shirley**

Prince, North Carolina Principals & Assistant Principals Association, Raleigh, NC; **Steven Wurtz**, Arlington ISD, Arlington, TX; **Fred Brown**, Learning Forward, Dallas, TX.

Tuesday, December 5

2:30 – 4:30 p.m.

2410 Activating the Community to Support Transformational Community Schools

Learn how to assess the needs of students and families and build a school program that removes obstacles and improves student learning. **Barbara Hicks**, **Emily Heath**, National Education Association, Washington, DC.

2412 Beyond One Building: Improving Impact for 19 Schools

Learn how leaders in the second largest district in North America align elementary and secondary schools and trace the journey of students and administrators through the application of a replicable and sustainable model, grounded in equity, to serve all staff and students. **Cheryl Dell**, **Harjit Ajula**, and **Nikki Hutchison**, Peel District School Board, Brampton, ON, Canada.

2416 Departmentalized Urban Special Education Team Leads Professional Learning

Learn how one team overcame challenges through teacher collaboration within the team, as a team within the school, and as a school within an urban district to rethink their approach to special education at the elementary level. **Ruth Caceres**, **Nicole Aleles**, **Marisol Diaz**, and **Amy Panitch**, Newark Public Schools, Newark, NJ.

2421 Schools That Succeed: Marshalling the Power of Schools

Learn how leaders use scheduling, discipline, and professional development to support teachers and school staff in working together to help each child succeed. **Karin Chenoweth**, The Education Trust, Washington, DC.

2438 Developing Equitable Consciousness to Enhance Achievement for All

Learn how to develop and implement a district initiative to expand academic and resource supports for underrepresented students. Leave with strategies for helping state leaders develop a growth mindset about equity and student potential. **Eddie Ruiz**, The School District of Palm Beach, West Palm Beach, FL.

Wednesday, December 6

7:30 – 10:30 a.m.



TL31 All Evidence is NOT Created Equal: Advocating for Better Educational Research

Explore how you can become a better advocate for the best available research and, along the way, be willing to challenge some of the prevailing



myths of education. **Douglas Reeves**, Creative Leadership Solutions, Boston, MA; **Thomas Guskey**, University of Kentucky, Lexington, KY.



TL32 Curriculum Matters: The State of the Materials Market

Discuss trends that educators have identified in materials, lessons learned, and resources available to support educators in making great curricular decisions. **Eric Hirsch**, EdReports, Durham, NC.



TL33 Materials Matter: Building Educator Knowledge Using Instructional Materials

Learn how a group of Florida districts is grounding professional learning for educators and leaders in a common vision for great instruction and using standards-aligned materials as a tool for that development. **Ben Jackson**, TNTP, Brooklyn, NY.

Wednesday, December 6

7:45 – 10:45 a.m.

3302 PD: New Teacher Induction and Strategies for English Language Learners

Learn how to create and facilitate professional development to support new teachers in teaching students with limited English language proficiency. **Susan Silver, Angela Della Valle**, Upper Merion Area School District, King of Prussia, PA.

3306 Research into Practice: Tools for Classroom Instruction That Works

Explore research-based categories of effective instruction proven to have the greatest impact on teaching and learning. Learn how to assess instructional effectiveness and use instructional tools to address specific categories of instruction. **Harvey Silver**, Silver Strong & Associates, Franklin Lakes, NJ.

3319 Leading with an Equity Lens

Join this session to build your cultural proficiency as you become familiar with specific tools and processes that will help you be proactive and responsive to the needs of the students you serve, particularly low-income children of color. **Tovi Scruggs, Derek Mitchell**, Partners in School Innovation, San Francisco, CA.

Wednesday, December 6

8:45 – 10:45 a.m.

3206 Teaching With the ELL Student in Mind

Walk in the shoes of an English language learner for a few hours and identify strategies to differentiate instruction for ELL students at specific English proficiency levels. **Juan Dillon, Alith Casey, Amber Green, Jennifer Medeiros**, and **Sharon Muñoz**, Lake County Schools, Howey-in-the-Hills, FL.

3207 Closing Achievement Gaps Through Equitable Ambitious Instruction

Learn about equitable ambitious instruction and examine instructional practices that you can use to close achievement gaps for students at your school. **Jennifer Bailey, Ann Broomes, Anne Ristow, Randy Stowers**, and **Lucinda Thompson**, Florida Department of Education, Bradenton, FL.



3215 Designing and Leading a Student-Driven School

Learn how the principal and faculty shifted the culture of teaching and learning to become a top-performing Title 1 school in their county. **Julie Marks**, School District of Pasco County, Zephyrhills, FL; **Tanya Bosco**, IDE Corp., Naples, FL.

Wednesday, December 6

11:00 a.m. – 12:45 p.m.



Brunch & Keynote: Change, Agency, and Learning: Moving to Action. **Hahrie Han**, Anton Vonk associate professor of Political Science, University of California, Santa Barbara.

Wednesday, December 6

1:00 – 3:00 p.m.

3409 Collaborative Leadership: Six Influences That Matter Most

Hear how to apply John Hattie's high-effect influences on learning to foster growth in teacher and student learning and consider collective teacher efficacy as a way to minimize within-school differences among teachers. **Peter DeWitt**, independent consultant/author, Albany, NY.

3410 Formative Grading: Ensuring Formative Assessment Drives Grading Actions

Engage with other participants in hands-on learning experiences and learn to embed formative assessment into instructional actions and decision making. Learn how to develop clear success criteria and use them to support students in monitoring their own learning. **Dave Nagel**, NZJ Learning, Zionsville, IN; **Karen Flories**, Valley View School District 365U, Romeoville, IL.

3419 Capturing Professional Growth in the Coaching Cycle

Analyze data using an online tool and metric aligned with the coaching cycle, then discuss balancing the coach-teacher relationship with capturing performance data to measure impacts of job-embedded coaching and professional learning initiatives. **Liz Sims**, **Mary Patin**, Lake Travis Independent School District, Austin, TX; **Katy Fodchuk**, **Gaynell Lyman**, Advanced Learning Partnerships, Carrboro, NC.