

HIGHLIGHTED SESSIONS ON FACILITATION SKILLS

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC109 | Fundamentals of Professional Learning -Tips, Tools and Techniques

Professional learning that improves educator effectiveness is fundamental for the continuous improvement of teaching and learning. Research suggests that engaging professional learning should be designed for transfer into classroom instruction and learning for students. To help connect teaching and learning, today's leaders of adult learning need a specific skill set. Join this highly interactive session to examine the attributes of result-driven professional learning while you apply tips and gain tools for engaging the adult learner.

Diana Ely, Northside ISD

Sunday, December 2

9:00 a.m. – 4:00 p.m.

PC209 | Microskills For Presenting and Facilitating

Increase your effectiveness as a presenter and facilitator. Learn ways to promote your presentations, manage groups, effectively give directions, scaffold strategies for interesting presentations and effective facilitation. Extend your personal skills and repertoire for delivering important content and navigating group dialogues and discussions.

Carol Brooks Simoneau, Jane Ellison, Thinking Collaborative

PC214 | Leadership Skills for the Deep End of the Pool

No matter what role we play in a school or district, each of us wants to make a difference. Yet, in our interactions we often are left confused and overwhelmed. Participate in this workshop to strengthen your decision-making capabilities, resistance management strategies, and stress tolerance. Leave with cognitive, social, and psychological resources to help you communicate more effectively.

Jennifer Abrams, Jennifer Abrams Consulting

Monday, December 3

8:30 a.m. – 11:30 a.m.

1304 | Expanding the Impact of Schoolwide Data Teams to Increase Student Outcomes

How do successful data teams collect and analyze data to improve outcomes for all students or a specific subgroup of students? Using the frameworks of Implementation Science, review best practices in team development, systems and protocols to identify priority needs to improve outcomes for students. Explore tools, strategies and protocols that guide data teams in effective decision making. Leave with strategies and protocols for prioritizing student work.

Cora Stempel, Erin Piquet, Jenny Schinella, Dutchess BOCES

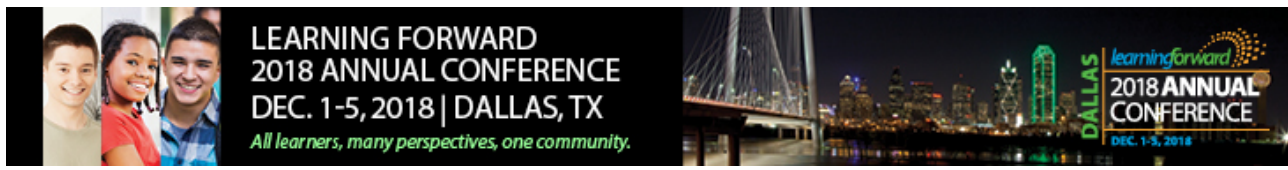
Monday, December 3

9:30 a.m. – 11:30 a.m.

1218 | Using Daily Data for Greater Impact

Gain insight on the power of Learning Communities for teachers and students by learning to use data to make instructional decisions. Learn how teachers can use daily data in learning communities to make greater impact with their students. Leave with a plan to drive proactive Learning Communities where teachers can look at daily, leading data and use protocols on scoring consistency and calibration.

Sara Croll, Learning Sciences International, **Sarah Dougherty**, Des Moines Public Schools



HIGHLIGHTED SESSIONS ON FACILITATION SKILLS

Monday, December 3

2:30 p.m. – 4:30 p.m.

1442 | 12 Angry Men: The Power of Productive Conflict

How can all schools prepare a high-performing collaborative team to drive a productive learning culture where conflict is used for growth and breakthroughs? Observe three types of conflict present in the classic film and make connections to conflict present in collaborative teams today. Explore techniques of consensus building among a group of men whose diverse personalities create intense conflict. Learn from an interactive session that highlights how teams face and overcome similar challenges to collaborate and succeed. Take away high-leverage best practices associated with effective collaborative teams.

Kenneth Williams, Unfold The Soul Inc

1447 | Coaching Performance Standards: Building a Self-Assessment Tool

What is the coach's role in assessing impact on the school, the coaching program, and, ultimately, an individual's development? Reflect on how you currently self-assess your impact on student learning in your school. Participate in a reflective process to build a self-evaluation tool. Leave with a draft of your coaching performance standards.

Dina Coppes, Nicole Ashwin, Callie Cantu, Michelle Haag, Jamie Waldo, Universal American School

Tuesday, December 4

7:30 a.m. – 8:30 a.m.

RT08 | Disruptive Professional Learning Opportunities

While much has been written and suggested about the changes that should take place in schools, the professional culture of schools has remained static. Join us as we engage in a dialogue about ways in which we made changes that engaged teachers in authentic professional inquiry experiences and disrupted typical professional development structures in our settings. See how these initiatives helped teachers enhance their understanding of students, learning, and teaching practices.

Michael Ryan, University of Delaware

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2317 | The Art and Science of Inspired Adult Learning

Building a strong, lasting, positive culture for adult learning in schools takes strong leadership. Drawing from the research of Daniel Pink and Chip and Dan Heath, participants will learn how to utilize inspiration as a tool to lean in and lift up the people with whom they work. Join us in this interactive session to define and describe how inspiration can elevate a leader's practice and motivate all types of adult learners to be accountable for their learning. With other participants, experience how to use Elevation, Pride, Insight, and Connection (EPIC) to purposefully craft lasting moments of inspirational learning and intentionally plan for EPIC moments embedded within professional learning experiences.

Peter Carpenter, Harford County Public Schools

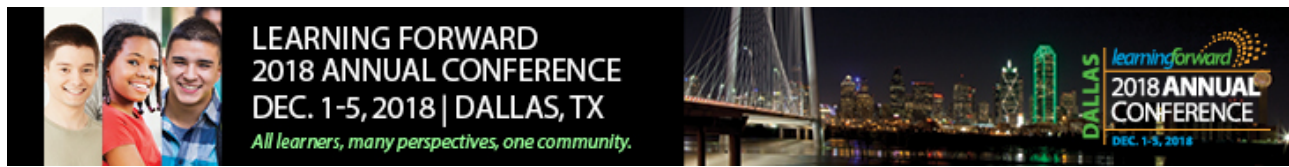
Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2231 | Empowering Educators with Effective Facilitation Skills and Structures for Professional Learning Communities

Understand the foundational components of an authentic professional learning community (PLC). Practice strategies and techniques that accomplished facilitators use to lead, guide, and support the success of PLCs and its members. Identify lesson study and data teams as structures that PLC teams can use to increase teacher and student performance.

Susan Leon, Diane Raude, Broward County Public Schools



HIGHLIGHTED SESSIONS ON FACILITATION SKILLS

2239 | From Teacher-Centered Staff Rooms to Student-Centered Classrooms

How often have you heard teachers say that the PD they want is “Practical strategies, modeled, with time to practice in the session and coaching feedback when we try things out in our classrooms”? That description of teacher-centered learning and its application in the classroom is the subject of this session. Come and learn about the transfer of your own learning into the classroom to change your practice and increase your students' learning. Then you may hear your teachers say, “I wish you could have seen the motivation of the kids, and the results... beyond expectations.” Talk and transfer this critical session content to your teams.

Brian Pete, Robin Fogarty, Robin Fogarty & Associate, **Richard Cohen**, Metuchen Public Schools,

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2431 | The First Five Minutes

What should happen within the first five minutes of a presentation? Learn how to influence what people think, do, say and feel as a result of choreographing the first five minutes. Discover nine things you can do to produce a positive learning environment, a sense of community, and a willingness of participants to go on the journey with you. You will create--and share feedback about--an opening and discover how simple yet eloquent a deliberate choreography can be. What you create can be applied to meetings people look forward to, don't look forward to, or may even be captive audience members to. Whatever your perspective, you will think differently about openings differently and may never open a meeting in the same way again.

Kendall Zoller, Sierra Training Associates

2434 | Overcoming Powerful Obstacles to Building Great Cultures

Why are some coworkers so challenging to work with? Would anyone consider you a difficult person? Discover why different does not have to be difficult. By making slight adjustments in your behavior, you will have a significant impact on building positive relationships. Honoring differences is the foundation for building trust, respect and commitment to common team goals. Use your own and others strengths to build positive results for everyone.

Betty Burks, N2 Learning, **Carolyn Gonzalez**, Ector County ISD, **Deanna Jackson**, Schertz-Cibolo-Universal City ISD

2442 | Ensuring Successful Implementation Of Change

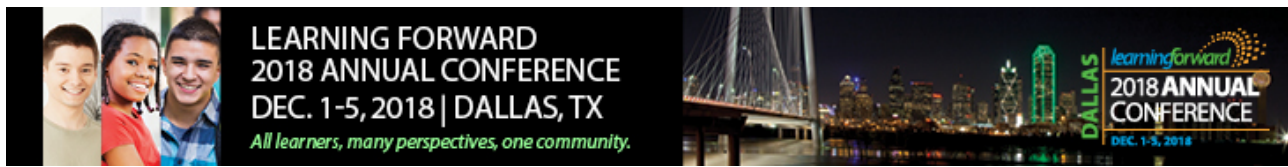
Innovations come and go, often with little to show for all the effort and money. Examine reasons why initiatives fail or succeed by analyzing the research-based instruments from the Concerns Based Adoption Model (CBAM): Levels of Use of the Innovation and Stages of Concern. Review these diagnostic tools to understand how teacher readiness plays a major role in creating sustained improvement. See first hand how the Levels of Use and Stages of Concern interact to provide data that leaders can use support teachers throughout implementation of a change.

Kay Cornell, Education Connections

2447 | PD in the Mirror: Modeling Effective Blended Practices

When designing professional learning, we should strive to closely model and mirror the practice we wish teachers to adopt. We will dive into a case study of how one Midwest district is building internal capacity using the cohort approach to model pedagogical shifts, build sustainability, and effectively implement the strategies necessary for blended learning. Bring your powerful professional learning ideas to share. Come engage and take away new knowledge to construct a “mirror plan” for your own context.

Rachel Gorton, ISD191 Burnsville-Eagan-Savage MN, **Kellie Ady**, Schoology, **Gina Hartman**, Lindenwood University



HIGHLIGHTED SESSIONS ON FACILITATION SKILLS

2461 | Accelerate Innovation with Professional Learning Models

Adopt a new professional learning model and transform adult learning experiences. In this participatory session, explore the value of each model and discover what it takes to implement innovative professional learning.

Diana Benner, TCEA

Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3322 | Teams and Trust

No matter what relationship you consider—1-1, small team or larger group—trust is an essential element of the relationship. We will consider the synergy of four drivers— trust, collaboration, leadership and professional learning. Come prepared to discuss ways to build trust, encourage deep listening, transform resistance, and design learning structures at all levels of your system. Discuss how to enhance high relational trust on your teams and develop a plan to support and advance more collaborative work.

Ann Delehant, Delehant and Associates

3327 | Level up Professional Learning Presentations with Technology

Experience technology tools to make professional learning engaging to adult learners. Level up your technology toolkit with web 2.0 tools, apps, and GSuite for Education. Leave this session with tips, tools, procedures, and presentation experiences to plan and implement professional learning.

Lisa Mason-Hollins, Caddo Parish Public Schools

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3215 | Your Team: A Model of Collaborative Leadership

This interactive session is designed to build relational capacity between you and your team members and empower them to embrace their leadership roles on your team. Explore the differences between leadership and collaborative leadership by engaging in team-building activities. Actively participate, learn new leadership skills and leave with a plan to implement your new learning immediately upon returning to your organization!

Heather Wooldridge, Kimberly Ferguson, Baltimore County Public Schools

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3415 | Leadership Mindset in Action: Examples from the Field

Explore and analyze the critical role of leadership mindset as it applies to equity for students, teachers, and families. Learn how you can shift the mindset of your school or organization by engaging in practical examples that bridge culture and high-quality instruction, promote essential conversations about assumptions and bias, and encourage reflection and assessment of current schoolwide systems and implementations.

Heather Donnelly, The College at Brockport, SUNY, **Stefani Hite**, Tigris Education Solutions, LLC

Please see conference.learningforward.org/program for a complete program and fp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on **Facilitation Skills**.