



HIGHLIGHTED SESSIONS FOR PRINCIPALS

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC105 | Becoming a Learning Principal

When principals learn, teachers learn. According to Paul Manna, William & Mary, (2015) principals, through their actions, strongly shape the culture that inspires teachers to stay and can be powerful multipliers of effective teaching and leadership practices in schools. Participants will explore strategies principals use for becoming advocates for their own learning, building communities of learners in a cycle of continuous improvement, giving precise feedback and distributing leadership. They will explore the role of district leaders in building a learning agenda for principals and engaging them in a community of learners. This session will be based on the new Learning Forward book, *Becoming Learning Principals* by Kay Psencik and Fred Brown.

Kay Psencik, Learning Forward, **Stephanie McBride**, Clear Creek ISD

Sunday, December 2

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. Participants will explore case studies and learn about ideas and actions that result in learning teams that experience and model professional learning that is long term, sustained, and standards driven; grounded in a cycle of continuous improvement; and capable of inspiring all to take responsibility for the learning of every adult and student in the school. Authors, Stephanie Hirsh & Tracy Crow, will be available for a special book signing.

Kelly Baugh, **Gretchen Polivka**, **Dwayne Young**, Fairfax County Public Schools

PC204 | Top 5 Things to Know When Observing and Coaching for the Standards and Shifts

Gain insights from the UnboundEd team about the top five things keeping school leaders up at night when it comes to observing and coaching related to the standards and shifts. Learn how to add more meaning to the observation process by better understanding what's important and where to focus. Following a panel discussion, use video to practice observing and coaching the shifts and standards-aligned instruction.

Lacey Robinson, **Lakisha Covert**, UnboundEd

PC213 | Formative Assessment in a Brain-compatible Classroom

If you wait until you administer a summative assessment to determine whether students have learned what you are teaching, then you have waited too long! Join this session to learn how to ask higher-level questions that cause students to think deeply. Join other participants to create and assess a list of products and performances to see whether students are learning.

Marcia Tate, Developing Minds Inc.

Monday, December 3

8:30 a.m. – 11:30 a.m. & 2:30 p.m. – 4:30 p.m.

1108 | Observation and Feedback to Feed Forward

Feedback to Feed Forward: 31 Strategies to Lead Learning, a new book published by SAGE Corwin, provides strategies for instructional leaders to observe and provide feedback that you can immediately apply. Learn to focus your evidence-collection, analysis, and feedback on teaching and learning, determining teacher effectiveness and its impact on student engagement and learning. Leave equipped to support teacher growth in any capacity.

Amy Tepper, 1970, **Patrick Flynn**, ReVISION Learning



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Monday, December 3

8:30 a.m. – 11:30 a.m.

1302 | Getting Teachers Fired-Up about School Improvement

Discover the collaborative inquiry process used as a process for School Improvement Planning that informs and empowers educators by involving them in the process. Identify structures, strategies and principles used by Two Rivers Middle in Nashville, Tennessee to support student success. Become a member of a virtual community of practice to engage in collaborative inquiry about school improvement.

Margie Johnson, Shelly Dunaway, Metropolitan Nashville Public Schools

1328 | Content as Catalyst for Transformation

2Revolutions, with generous support from a national funder and through deep collaboration with a range of leading organizations, is spearheading a large-scale effort to make available free, high-quality learning content to help educators build the knowledge and skills they need to personalize learning for students. Our thesis is simple: If we can leverage a set of high quality, free and open content and deploy it broadly, we can accelerate the transition to personalized learning. In this interactive session, you will explore the diagnostic tools as a gateway to this free content and make a plan for how to leverage it in your district.

Adam Rubin, 2Revolutions, **Mari Jones**, Share Your Learning, **Antonia Rudenstine**, reDesign

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

1224 | Re-Imaging Our High School: The Innovation Team Journey

Learn about Halifax County High School's journey re-imagining a high school using design-thinking practices. Discover how to use innovative approaches, tools, and processes to make lasting changes that positively affect students' learning and be "life ready" in an economy and a world characterized by rapid change. Leave with the knowledge of how to design and launch your own redesign journey through the framework and the redesign experiences of others.

Karen Sanzo, Old Dominion University, **Karla Gravitt**, **Michael Lewis**, **Mark Lineburg**, **Lisa Long**, Halifax County Public Schools

Monday, December 3

2:30 p.m. – 4:30 p.m.

1410 | Teachers Set the Standard: Using Transparent Teacher Practices

Explore ways to develop collective efficacy in schools. Dig deep into case studies and implementation tools that support the implementation of transparent teacher practices: learning walkthroughs, lesson study, collaborative coaching, peer coaching, and video analysis. Leave with a plan to employ Transparent Teacher Practices in your own unique settings.

Kim Schaefer, San Juan County School District, **Carrie Miller**, **Hollie Pettersson**, Ed Direction



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1414 | Schoolwide Structures that Build a Winning Team

Learn how to create a framework that incorporates multiple opportunities for regular and consistent professional learning experiences for teachers and intentional designs to increase student performance. View content-based co-planning sessions, school-wide teacher-led study groups, instructional staff meetings, and targeted professional learning sessions. Examine a variety of structures that will positively impact student achievement and promote a culture of collaboration. Leave with an understanding of how a multi-layered organization that promotes congruence between teacher collaboration and student achievement can be developed to meet the needs of the school community.

Kelley Johnson, Melissa Bretz, Michele Griffin, Penn Yan Central School District

1452 | We Are In This Together: Collaborative Coaching!

Do you want to be in charge of your own learning? Learn how two campuses partnered to create their own learning system focused on authentic learning strategies to improve coaching practice. Consider complexity in educational practices by examining leadership strategies that drive change at the building level. Leave with an understanding of how to engage and lead your staff, encourage teacher leadership, and develop a strong learning culture and climate.

Cathy Van Ness, Michelle Pedalino, Marcie Rogers, Cheryl Rutledge, Galveston ISD

Tuesday, December 4

7:30 a.m. – 8:30 a.m.

NW02 | Networking for Principals and Assistant Principals

Consider the changing roles and expectations for principals and assistant principals. Explore ways in which school-based leaders, such as principals and assistants, can facilitate school improvement. Join in a dialogue and share effective practices in this networking session.

Learning Forward

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2315 | ILT 2.0: Making the Magic Happen

Join this session to discuss the "why," "what," and "how" behind instructional leadership teams' applications of inquiry cycles to utilize the school's instructional priorities and school improvement goals to evaluate teacher practice and student achievement. In small- and large-group activities, reflect on the current structure of your school's instructional leadership team and consider how you may need to modify the current structure to support your school's instructional priorities. Learn about the inquiry cycle and practice using an appreciative inquiry protocol to conduct inquiry cycles for instructional leadership teams.

Amber Cronin, Lizanne Ippolito, School District Hillsborough County

2321 | Nine Effective Uses of Assessments in Classrooms and Schools

Testing has come under fierce attack in recent years, but classroom assessments are at the heart of effective teaching and learning. When used as tools focused on student learning, these assessments are key to addressing troubling equity issues in schools. In this highly interactive workshop, explore nine ways that assessments are used by the most effective teachers to show progress, areas of need, and what's working in classrooms. In small- and large-group discussions, deepen your understanding of the conditions that support successful application of all nine strategies. See how assessments, under those conditions, can drive continuous improvement, high levels of student learning, and reduction in the achievement gap.

Kim Marshall, Marshall Memo



HIGHLIGHTED SESSIONS FOR PRINCIPALS

Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2228 | Partnering to Evolve the School Learning Community

Learn how a principal and coach partnered to adapt a school's learning community from one that was focused heavily on data teams to one focused on building and sustaining a culture of learning through multifaceted professional learning communities. Examine the systems, structures, and decisions that were key elements in shifting the focus. See how the focus on continuous learning has strengthened the staff's collective responsibility for both student and teacher learning.

Tim Wickard, Nicole Caulfield, MSD of Wayne Township

2236 | Examining Teacher Learning Culture: Leadership Reflection and Planning

Research continues to highlight that formal teacher professional learning rarely reaches the classroom in ways that make an impact on student learning. Join this session to interact with the Center for Educational Leadership's (CEL) latest thinking about leaders' roles in fostering both culture and strategy for successful teacher learning. Use tools to analyze the culture for teacher learning in your system and strategize about next steps to address it.

Joanna Michelson, Jennifer McDermott, Center for Educational Leadership

Tuesday, December 4

2:15 p.m. – 3:15 p.m.

SP02 | Developing Assessment-Capable Learners

Efficacious teachers ensure that their students are assessment-capable, which means that students understand their current level of performance and compare that with the desired level of learning. Assessment-capable learners and their teachers select direct, dialogic, and independent learning approaches they know will help attain their shared learning goals. In this session, gain insight about the six pillars Assessment-Capable Learners (ACL) demonstrate, the conditions that best support how to develop ACL, and the pathway to high-quality and equitable learning experiences.

Olivia Almador-Valerio, Corwin

SP07 | Learning Forward Foundation: Enhancing professional learning to change student achievement results

Wouldn't you like to enhance your professional learning to improve results for students? If so, come and listen to a panel of award-winning educators who are moving the learning forward. Hear from panelists how they have written and received grants to change learning for all learners. Take what you learn and think about how you might write a proposal to support your professional learning.

Jody Wood, Saint Louis University, **Heather Lageman**, Learning Forward Foundation

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2408 | Shifting from Zero Tolerance to Equitable Discipline

Sample a sliver of a year-long professional learning program for assistant principals, targeting disproportionate discipline consequences to students of color. Consider this impact as it relates to your own identity and how it may factor into discipline decisions for students. Leave having experienced collaborative tools that you can use to support uncomfortable conversations about equity.

Babetta Hemphill, Jennifer Miley, Garland ISD, **Thomas Van Soelen**, Van Soelen & Associates



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2421 | Differentiated Professional Support Systems: Conditions, Challenges, and Opportunities

Explore how leaders at one middle school made a long-term investment in cultivating teacher leaders, engaging them as partners in designing and implementing a differentiated system of professional support that enhanced teacher skillfulness, school climate and culture for teachers with all levels of experience. Discover the essential conditions that increased authentic teacher collaboration and student progress. Experience structures that created robust conversations among diverse stakeholders, improving teacher and student learning.

Pam Robbins, Leadership & Learning, **Mary Jane Boynton**, **Teresa Caple**, Prince William County Schools

2438 | Leading a Schoolwide Student-Led Discussion Culture

Do you want to lead a school where students' voices are heard regularly with deep discourse throughout every classroom? Learn about resources and information you can use to help teachers increase the opportunities for student talk in every classroom. Join other participants in viewing and discussing video clips of student talk to recognize quality student-led discussions, then analyze data from a school to determine professional development needs. Receive and review resources to determine the current status of student talk in your schools.

Sandi Novak, SNovak Educational Services

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

2448 | Rethinking Differentiation

A supervisor or teacher asking whether a lesson is differentiated is the wrong question, argues presenter Kim Marshall. Better to ask: "What are students supposed to be learning? Are these learning experiences the best way for them to learn it? Are all students mastering it?" Join the facilitator and other teachers and supervisors to consider how best to shift from the time-honored content/process/product approach to differentiation to a focus on unit and lesson planning, lesson execution with constant checking for understanding.

Kim Marshall, Marshall Memo

2452 | Teacher-Led Instructional Rounds as Differentiated Professional Learning

Differentiate professional learning for teachers and leadership through teacher-led instructional rounds. Learn how to build professional capacity and leadership in your school community by advancing observations, which are conducted by both teachers and administrators, of a commonly designated problem of practice. Receive hands-on training in conducting instructional rounds, collaborative reflection, setting action-commitments for learning, as well as materials to get you started in your own grade level, school, or district.

Mary Kahn, Goleta Union School District

2455 | Changing Patterns of Student Participation: A Partnership Approach

How can teachers change traditional patterns of classroom talk to increase dialogue with and among students—and use the same strategies to enhance conversations in professional learning teams? Explore how teachers in one school capitalized on strong internal and external partnerships to transform both classroom and professional interactions by moving to learning-focused dialogue. Investigate protocols and tech-supported strategies, including video coaching; take away tools and videotaped examples in QR codes.

Jackie Walsh, Walsh Consulting, **Alyson Carpenter**, **Anna Underwood**, Athens City Schools



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Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3319 | Become A School That Delivers

Experience the skills, models and processes observed in schools that have delivered positive results and outcomes in over 160 schools in six countries: USA, United Kingdom, Australia, New Zealand, Norway and Sweden. Practice using tools that transform these schools within the reality of the lived lives of school leaders, staff, and community members. Learn about and practice the skills and processes that will ensure every voice is heard, thereby aligning all members of the school community to move forward in the same direction and achieve desired student outcomes and results.

Bill Martin, Bill Martin & Associates LLC, **Fredrik Hoper**, F Hoper & Bhagar AB

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3219 | Walking the Tightrope: The Supervision and Coaching Balance

“Coaching” teachers is the one of the most effective means to accelerate teacher effectiveness. Learn key techniques to support your teachers through coaching practices, as well as redirecting educators when necessary using supervisory language without harming the coaching relationship. Leave with necessary skills to strategically accelerate your teachers’ instructional growth and maximize the time you have during your conversations with them.

David Santore, Delaware Academy for School Leadership

3232 | Building a Robust K-12 Competency-Based Learning System

Does your school have the structures in place to effectively prepare today’s students for the unknown needs of tomorrow’s society? Is your school flexible enough to provide personalized pathways for all, with a student-centered approach? Determine your current reality through self-evaluation utilizing a unique school design rubric tool. Participants will leave this session with concrete information and realistic next steps towards developing their own competency-based learning system in their schools.

Brian Stack, Sanborn Regional School District

3234 | Who Owns the Learning?

Learn how to leverage your learning environment to deepen engagement and explore strategies to support both students and teachers to own their learning. Identify structures, processes, and tools to use in your setting. Be sure to bring a laptop or tablet to access and save digital materials for future use.

Kathy Dyer, NWEA, **Robin Whitacre**, Consultant

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3401 | Student Voice as Data: The Impact of Student Perception Surveys

What can happen when we ask our students about their classroom experience? The results might be confirming, surprising, or even open up new questions. Attend this workshop and take a look into student perception data. Examine surveys and tools that grow your understanding of student perceptions and explore how employing these measures can make a powerful impact on classroom practice and inform teacher growth and development.

Holli Hanson, Center For Strengthening the Teaching Profession (CSTP), **Sue Anderson**, WA Office of Superintendent of Public Instruction, **Nasue Nishida**, Center for Strengthening the Teaching Profession, **Mary Snyder**, Steilacoom Historical School District



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3409 | A Change of space: The BGenius Collaboratory

Bring your team and learn how to leverage your school's particular vision, strengths, and stakeholders to develop a collaborative learning space. Discover how telling your school's story can contribute to a culture of growth and leadership. Design a flexible space that promotes innovative and research-based instructional practices, allowing for both teacher reflection and observation. Explore how to use instructional coaches to create a model of embedded and personalized professional development.

Timothy Kosiek, Jeff Wardle, Jill Maraldo, Kate Glass, Township High School District 214

3410 | The Designer's Mindset: Leading Change Through Design Thinking

Modeled after the multi-stage approach employed with a cadre of site-based leaders in a large, suburban Central Texas district, this session will inspire action through a series of design cycles geared toward shifting to a learner-centric model for teaching and learning. Use needfinding, ideating, and prototyping to emerge with next steps for empowering and amplifying change within your school community. Strengthen your ability to apply design thinking approaches to future leadership and learning goals.

Elizabeth Deterra, Carl McLendon, Mary Patin, Lake Travis ISD, Tony Borash, Advanced Learning Partnerships

3412 | The 3 Keys to Effective, Efficient Leadership Team Meetings

Effective leadership teams and meetings require three key levers: focus, discipline and accountability. Examine a specific protocol for creating a process and system for effective building-level leadership teams. Join other participants to reflect on your school's current leadership team systems and complete a gap analysis to identify next steps for moving into a more systematized approach.

Veronica Kunschik, Gainesville Independent School District, **Jason Culbertson**, Insight Education Group

Please see conference.learningforward.org/program for a complete program and lfp.learningforward.org/session-selection/find-a-session.cfm for additional sessions for Principals.