



HIGHLIGHTED SESSIONS FOR TEACHER LEADERS

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC104 | Applying Evidence-Centered Design to Develop Performance Tasks

As educators, we are interested in designing hands-on, minds-on learning through well-designed, problem-based learning tasks. But how do we make that happen in ways that make the data from student performances useful for us and our students in determining next steps in the learning process? In this make it/take it session, after a brief introduction to evidence-centered design and practical tools for using this approach to design tasks, participants will collaborate to design problem-based learning tasks. Participants are encouraged to bring materials, so application of skills introduced can lead to development of tasks for actual use with current/future students.

Bonnie Hain, Kevin Bruney, CenterPoint Education Solutions

PC110 | Energizing Schools: Teach Students to Ask Questions

Experience the Question Formulation Technique (QFT), a simple, powerful strategy to teach students to ask their own questions. In this hands-on, active learning session, master this powerful technique for immediate classroom use and for effective professional learning. Collaborate with experienced school leaders and educators from across the country to plan how you can easily integrate this strategy to drive inquiry, greater engagement, and deeper learning, for both students and educators.

Sarah Westbrook, The Right Question Institute, **Terese D'Amico**, North Olmsted Public Schools, **Teresa Diaz**, Northeast ISD, **Todd Poole**, Kent City Schools

Sunday, December 2

9:00 a.m. – 4:00 p.m.

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

PC207 | Using Technology to Impact Teachers and Students

Join us for hands-on learning that will help you see technology as an underutilized tool to improve teacher practice and student outcomes. Learn practical ways to assess current learning so you can start building a roadmap for progress. Empower teachers and engage students. Be sure to bring your devices (e.g. laptop, Chromebook, smartphone, tablet) fully charged. Leave with great resources that you can share with your staff and peers to make an impact and take student learning to the next level.

Dr. Bruce Ellis, Diana Benner, Texas Computer Education Association (TCEA)

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. Identify the four ways that students can knock the top off of any test!

Marcia Tate, Developing Minds Inc.



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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. & 2:30 p.m. – 4:30 p.m.

1109 | Exploring Optional Funding Resources for Strategic Professional Development Efforts

Even with a great strategic vision for professional development, it may be hard to implement with dwindling budgets. Identify how you can realize your vision through partnerships, resource development (human, in-kind and financial) and grant writing. Leave with next steps to financially support your PD efforts to improve educator effectiveness and student success. Please bring a tablet or laptop.

Barbara Hopkins, NEA

Monday, December 3

8:30 a.m. – 11:30 a.m.

1309 | Ready to Scale: Designing Sustainable Professional Learning using Four Dimensions of Scale

How can we scale innovative professional learning so all teachers change their practice? Learn about an innovative professional learning model focused on developing teacher agency and support for four key aspects of scale in the professional learning design: sustainability, spread, depth, and shift in reform ownership. Leave with an understanding of how to design innovative professional learning that can be scaled and sustained.

Nancy Gerzon, WestEd

Monday, December 3

9:30 a.m. – 11:30 a.m.

1203 | Teacher-Led Improvement Science

Are you committed to closing the opportunity gap and providing all students access to mathematics that allow them to achieve at the highest levels? Hear how four Denver Public school teams partnered with the Professional Learning and Math departments and engaged in peer to peer learning around issues of equity in math classrooms, using the Improvement Science methodology. Leave with knowledge of the structure of the program, measurement plans, the impact on students and how teachers are changing their practice.

Laura Summers, Denver Public Schools

Monday, December 3

2:30 p.m. – 4:30 p.m.

1402 | Focusing on Feedback in Digital Formative Assessment

Bring your devices and explore a variety of digital assessment tools, focusing on the data they provide and how you can use the feedback to refine your practice. Examine the assessment cycle and compare digital assessment tools that collect data for teachers and provide options for feedback to students. Leave with knowledge of technology that can help you provide feedback that is consistent, specific, and frequent.

Sharon Christensen, Elizabeth Aguilar-Cruz, Anna Sexton, Janet Winninghoff, Jean Yang, Northside Independent School District



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1412 | **Become a Transformer: Build Capacity, Create Meaningful Learning**

Learn how educators continuously strive to enhance and advance student thinking in all curricular realms. Understand, discover, and assimilate a process that transforms learning beyond engagement to a powerful mindset of thinking. Launch Thinking Routines to unlock the power of authentic formative assessment while creating meaningful learning. Leave with a plan to build teacher capacity to increase rigor by unpacking thinking--yours and your students.

Kathleen Kuziel, Kathleen Murphy, Effey Nassis, Elmhurst Community Unit School District 205

Tuesday, December 4

7:30 a.m. – 8:30 a.m.

NW03 | **Networking for Teacher Leaders**

Meet with other teacher leaders and share something you've learned at the conference that will impact your practice. Consider teachers' roles in schools and districts and how best to advance teaching and learning. Share next steps you will take when you return to your school or district.

Learning Forward

Tuesday, December 4

7:30 a.m. – 8:00 a.m. OR 8:00 a.m. – 8:30 a.m.

RT12 | **Accomplished Teaching Strategies That Work**

Add your voice to an open discussion with other participants and build your capacity in teaching practice. Analyze the chosen teaching strategies and measure the impact those strategies make on student growth. Understand how to incorporate accomplished teaching practices and create or refine a reflection process that lets your teacher learning team determine next steps to meet the needs of all learners.

Kelly Lomax, Talents Unlimited

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2309 | **Reimagining PLCs: Content/Curricula Inquiry Cycles in Florida**

As districts seek to ensure all students receive high quality, standards-aligned instruction, teachers must be provided with high-quality and standards-aligned materials, as well as the support to implement those materials effectively. In this session, examine a professional learning model leveraging a Plan-Do-Study-Act (PDSA) cycle of continuous improvement used by several districts in Florida. Also examine how a robust, but practical data collection strategy can drive incremental and long-term adjustments. Consider how this model and subsequent lessons learned could be used to strengthen PLCs within your own school or district as well as the practical data collection strategy used to assess its success.

Torrey Palmer, Ben Jackson, TNTP

Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2237 | **Leading Evidence-Based Instructional Transformation**

Ignite your thinking about using evidence-based practices to transform the way teachers plan and deliver instruction in their classrooms. Using the groundbreaking collaboration among Doug Fisher, Nancy Frey, and John Hattie, take a deep dive into instructional strategies that work best in a three-phase model of instruction—surface, deep, and transfer learning. Explore ways to assist teachers in becoming more purposeful in designing and delivering lessons that have the greatest impact on student learning.

Cathy Lassiter, Corwin Learning



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2238 | Now THAT'S a Good Question!

What is a good question? Or rather, how does a good question challenge students to demonstrate higher-order thinking (as categorized by Bloom's revised taxonomy) and communicate depth of knowledge (as designated by Webb's depth of knowledge levels)? Learn how to rephrase performance objectives into good questions that will build on students' background knowledge, set the instructional focus, and serve as assessments for deeper, student-centered learning experiences.

Erik Francis, Maverik Education LLC

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, A SAGE Publishing Company

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.

2423 | Peer Observation & Feedback: Teachers Supporting Teachers

Empower your teachers with tools to improve their own practice and outcomes and those of their colleagues and teams by going beyond learning walks or rounds. Provide learning experiences that allow teachers to conduct high quality observations, recognize teacher impact on students, and develop impactful feedback for peers. Come hear how three districts are building capacity and a common understanding of effective teaching and learning with teams of teachers.

Patrick Flynn, **Amy Tepper** ReVISION Learning Partnership, **Lisa Carter**, CT Regional School District One, **Alisha DiCorpo**, New Milford Public Schools, **Michelle Zawawi**, Vernon Public Schools

2425 | 20/20: Making Learning Visible For Students Starts with Teacher Clarity

If you asked teachers, "What are you teaching today and why are you teaching it?" how much consistency do you think you'd find among teachers teaching the same subject or in the same grade level? According to Hattie's research, teacher clarity has an effect size of .75! Explore the essential elements of teacher clarity and develop tools that will empower teachers in the process of defining clarity in a continual, collective way. Take away a process that may let you have a curriculum that is not merely stored on a shared hard drive, but is alive and accessed regularly as staff and teacher teams continue to define their clarity.

Kelli Campbell, Kent Intermediate School District



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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 Education Services

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, and follow-up with students who aren't yet successful.

Kim Marshall, Marshall Memo

2449 | Shifting the Lens: Professional Learning that Mirrors the Student Experience

Explore the principles of collaborative classrooms that support teachers in shifting their instruction to provide more authentic and democratic learning environments for their students. Learn how to plan for and promote active learning with a facilitative stance when engaging in professional learning. Make connections between the professional learning that teachers engage in and the instruction that students experience.

Marisa Stukey, The Center for the Collaborative Classroom, **Dee Thompson**, DeSoto County Schools

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

2457 | Motivating Students to Choose Success: Fostering a Growth Mindset

Now more than ever, fostering a growth mindset and teaching mindfulness in the classroom is a necessity. Our students are stressed and anxious. Educators know that students learn best when they are comfortable, safe, and relaxed. Come to this session and learn techniques to engage students productively and positively with strategies that develop their social and emotional skills. Explore how to create learning opportunities that reduce students' anxiety, jumpstart their thinking, and set the stage for academic success.

Kathy Perez, St. Mary's College of California



HIGHLIGHTED SESSIONS FOR TEACHER LEADERS

Wednesday, December 5

7:45 a.m. – 10:45 a.m.

3237 | The What and How of Assess-Plan-Teach

Focus on the what and how of the Assess-Plan-Teach framework being implemented in targeted special education classrooms in Las Vegas, Nevada. Examine data to show how student success is impacted by explicit instruction that is based on data-driven decision making. Leave with the components and electronic tools needed to implement the Assess-Plan-Teach framework in a district/school/classroom which promotes effective instructional strategies and leads to increased student success.

Meagan Patterson, Merrill Young, Clark County School District

3313 | Turning Ideas into Impact: Designing Innovations for Results

Every educator has to know how to work with a team to set and make progress toward shared goals. What strategies ensure that your ideas move the needle on teaching, learning, and leadership? Learn research-based approaches to scalable, sustainable improvement efforts; experience guided practice with tools; and leave with a plan to transform your next challenge into insight and impact.

Alesha Daughtrey, Center for Teaching Quality

3320 | Teachers Coaching Teachers through Plan-Observe-Debrief Cycles

Need a collaborative approach to coaching teachers in intentional lesson planning and lesson delivery? Engage in coaching that builds instructional capacity of teachers and leaders, yields rigorous standards-based lessons, and develops a collaborative learning environment. Experience and discuss the steps, strategies, and structures that are key to crafting standards-based lessons that engage ALL learners in rigorous learning. Leave with the skills to apply the elements of a successful Plan, Observe, Debrief cycle to produce lessons that incorporate evidence-based instructional strategies, scaffolding, and differentiation.

Tamara Hall, Angela Bell-Julien, Marsha Cody, Patricia Dienz, WestEd

3323 | # Powerful Task Design: Instructional Planning for Cognitive Engagement

Learn how to apply the Powerful Task Rubric for Designing Student Work® as a tool for professional reflection, analysis and planning tool. Analyze student work for cognitive demand, engaging qualities and academic strategies. Determine what engages students and allows learners to make meaning in all content areas. Leave with strategies to tweak current practice into stronger, learner-focused tasks and build powerful formative assessments.

John Antonetti, Colleagues on Call, **Terri Stice**, Green River Regional Education Cooperative

Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3205 | Empower Teacher Leadership in Student-Focused Professional Learning

Equip yourself to proactively approach the development and empowerment of teacher leaders within your building. Hear from high school instructional coaches, a union representative and their assistant principal on how they developed training and provided ongoing support to help make the shift from collaborative teams to a true PLC. Leave armed with tools for responsive coaching and professional development.

Brianne Kennedy-Brooks, Ryan Doherty, Megan Ewald, Kelly Stoia, Elmhurst District 205

3213 | Executive Functioning: Connecting to Success in School and Life!

Executive Functioning is for educators interested in the latest neuroscience research on the prefrontal cortex that impacts the proactive cognitive control of goal orientated behaviors which are the foundation of learning and success in life. Learn about the skills students need to achieve in school and life: problem solving, working memory, organization, attention and emotional control. Leave with practical and effective strategies to develop every student's Executive Functioning--the back bone of learning.

William DeMeo, Specialty Psychological Services



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Meagan Patterson, Merrill Young, Clark County School District

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3403 | Mentoring New Teacher Mentors to Address Equity Issues

Learn how a large urban school district trains new teacher mentors to coach and address issues of equity and bias in teaching and learning. Examine customized formative assessment tools designed to enable mentors to address equity issues with new teachers. Discuss how to increase mentors' effectiveness in differentiated coaching of new teachers with an equity lens. Review coaching strategies and language of equity-focused mentoring.

Caroline Satoda, San Francisco Unified School District, **Patrick Hennessey, Vanessa Hutchinson-Szekely, Lori Murakami**, BTSA Induction, SFUSD

3431 | From PD to Practice: Transforming Literacy Outcomes

Hear about a powerful, research-based extended learning program designed to be an innovative learning lab for teachers and students. Learn how to create dynamic learning opportunities that develop foundational literacy skills by supporting students' social emotional needs and providing authentic opportunities for applied learning. Experience enriched literacy strategies anchored in rich text that will bring standards-based instruction to life and help improve student outcomes.

Debbi Arseneaux, Fran McDonough, Liz Remington, The Learning Alliance, **Leslie Connelly**, The Learning Alliance/School District of Indian River County

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