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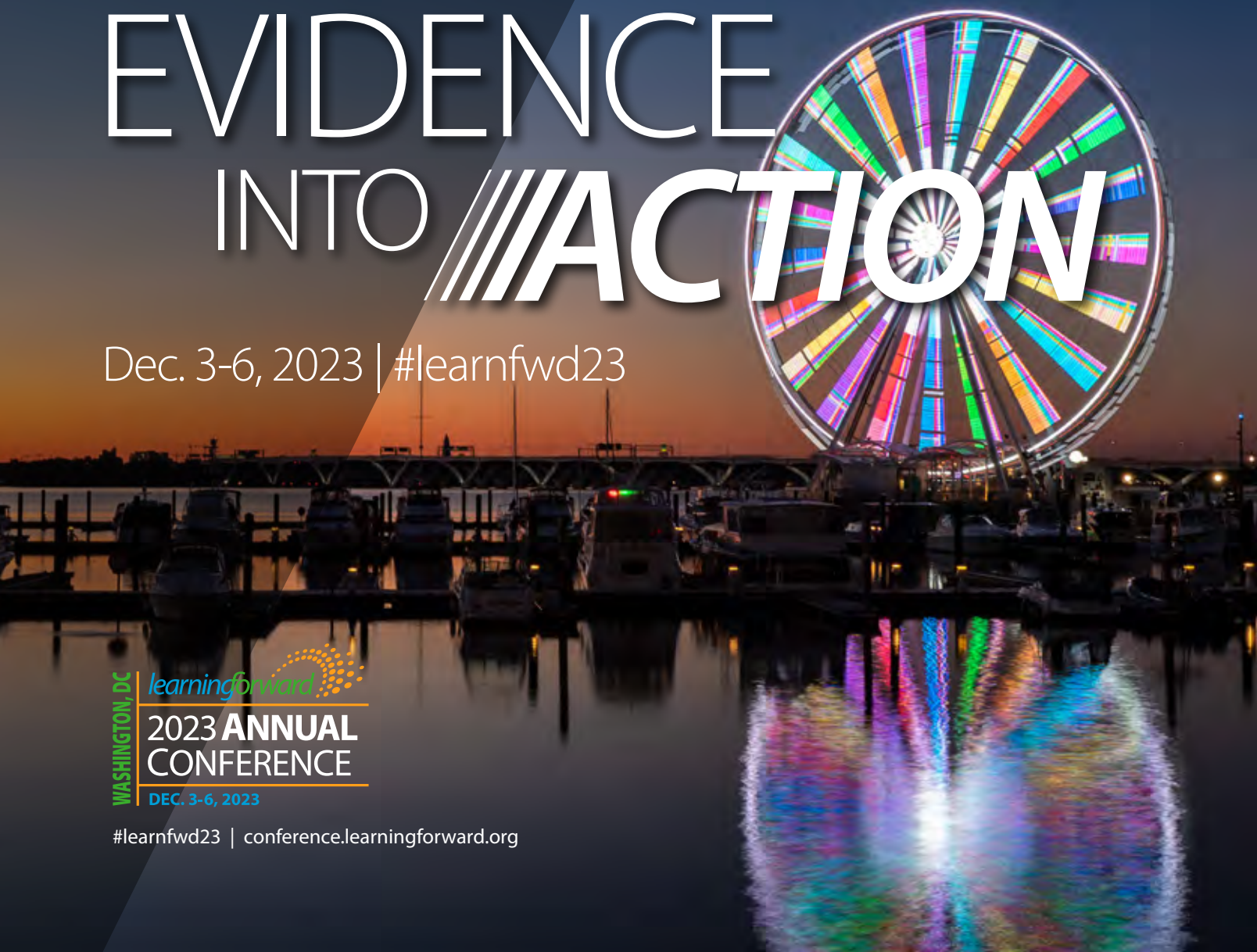

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This year's theme is **Evidence into action**, which speaks to the importance of evidence-based practices and how Learning Forward bridges research and implementation to improve results for each student. Join us to learn the latest best practices for classrooms, teams, buildings, systems, and regions.

More at **conference.learningforward.org**.

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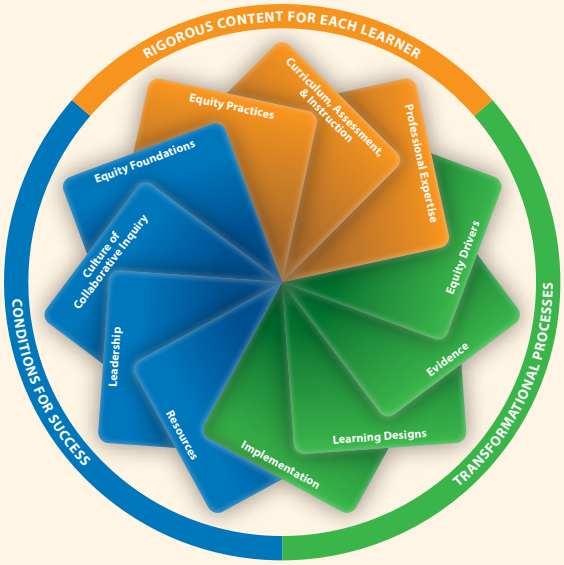
STANDARDS FOR PROFESSIONAL LEARNING ARE EMBEDDED THROUGHOUT YOUR CONFERENCE LEARNING



Standards for Professional Learning work within a framework of three categories:

- The **Rigorous Content for Each Learner** standards describe the essential content of adult learning that leads to improved student outcomes.
- The **Transformational Processes** standards describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.
- The **Conditions for Success** standards describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

Standards for Professional Learning serve as the foundation for Learning Forward's Annual Conference so that your conference learning is grounded in essential evidence about professional learning that leads to impact.

We've selected sessions with intention and organized the conference program to align with standards. In scanning the program, you'll notice:

- *Areas of Focus* listed for each session help you identify which sessions match your needs and interests. The areas of focus are the individual standards.
- Preconference sessions in the program preview are organized by the three frames within Standards for Professional Learning as described above and in that same order. Color coding helps you see at a glance which standards frame the session addresses. For example, sessions that address standards in the Rigorous Content for Each Learner have an orange title.
- Conference presenters were selected to ensure your immersion in the wide range of critical topics covered by Standards for Professional Learning.

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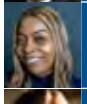
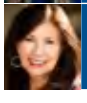
THE PROFESSIONAL LEARNING ASSOCIATION

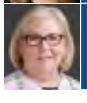
Preconference Presenters

No other event has this lineup of top speakers.

Our 2023 Annual Conference preconference presenters will set the pace with high-quality learning that engages and enlightens.

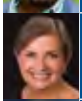
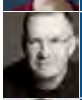
Don't miss out on this opportunity to learn, grow, and connect with leading experts in the education community as we collaborate to make a difference in the lives of students.

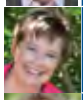
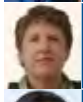
	Jennifer Abrams	PC15	Tools for Leading in Challenging and Polarizing Times
	Al Bertani	TL04	How a City Learned to Improve its Schools
	Jody Bintz	PC03	Transforming Teaching through Curriculum-Based Professional Learning
	Eric Brooks	PC20	A Pathway to Continuous Improvement: Becoming a Learning System
	Anthony Bryk	TL04	How a City Learned to Improve its Schools
	Natasha Buckner-Pena	TL02	Social and Emotional Learning: The Evidence is Clear, Now What?
	Heather Clifton	PC12	Coaching Matters

	Floyd Cobb	PC14	Belonging through Dignity: Evidence and Action
	Ellie Drago-Severson	PC16	Teaming and Engaging Difficult Conversations: A Developmental Approach
	John Eyolfson	PC17	Becoming a Learning Team
	Doug Fisher	PC02	Linking Curriculum, Assessment, and Instruction to Improve Student Achievement
	Paul Fleming	PC06	Standards for Professional Learning
	Elizabeth Foster	PC06	Standards for Professional Learning
	Nancy Frey	PC02	Linking Curriculum, Assessment, and Instruction to Improve Student Achievement

(Continued on next page)

Preconference Presenters (continued)

Mark A. Gooden	TL03	Culturally Responsive School Leadership and Principal Pipelines
Mark T. Greenberg	TL02	Social and Emotional Learning: The Evidence is Clear, Now What?
Thomas Guskey	PC07	Gathering Evidence on the Effects of Professional Learning
Pete Hall	PC19	Instructional Leadership for Powerful Student Learning
Jim Heal	PC09	Evidence Into Action through Learning Science
Heather Hill	TL01	Transforming Professional Learning and Teaching at Scale
Trish Hinze	PC08	Powerful Practices for Professional Learning
Stephanie Hirsh	PC03 TL01	Transforming Teaching through Curriculum-Based Professional Learning Transforming Professional Learning and Teaching at Scale
Terri Iles	PC08	Powerful Practices for Professional Learning
Muhammad Khalifa	TL03	Culturally Responsive School Leadership and Principal Pipelines
 Joellen Killion	PC11	The Feedback Process for Coaching and Implementation Support
Jane Kise	PC15	Tools for Leading in Challenging and Polarizing Times
 Jim Knight	PC13	Instructional Coaching: Going Deeper into Goals and Teaching Strategies
John Krownapple	PC14	Belonging through Dignity: Evidence and Action
Margaret Lee	PC09	Evidence Into Action through Learning Science
Michael McDowell	PC21	Leading for Rigorous Learning
Afrika Afeni Mills	PC01	Opening Windows and Minds: Transforming Ourselves, Transforming Society

Machel Mills-Miles	PC06	Standards for Professional Learning
Michael Petrilli	TL01	Transforming Professional Learning and Teaching at Scale
 Kay Psencik	PC20	A Pathway to Continuous Improvement: Becoming a Learning System
Kellie Randall	PC17	Becoming a Learning Team
Allison Rodman	PC10	Personal and Professional: Empowering Educators through Personalized Professional Learning
Sonja Brookins Santelises	TL01	Transforming Professional Learning and Teaching at Scale
Jim Short	PC03 TL01	Transforming Teaching through Curriculum-Based Professional Learning Transforming Professional Learning and Teaching at Scale
Marcia L. Tate	PC04	Healthy Teachers, Happy Classrooms
Morgan Vien	PC05	Introduction to Liberatory Design: Design for Belonging
Kenneth Williams	PC18	12 Angry Men: The Power of Productive Conflict
 Susie Wise	PC05	Introduction to Liberatory Design: Design for Belonging
Susan Gomez Zwiep	PC03	Transforming Teaching through Curriculum-Based Professional Learning

"Growing up I was told that when we know better, we do better. As educators, we DO know better. The research is there. The evidence is there. It's time that our practice improves and we continue to strive to do better."

– **Jason Adams**, Assistant Superintendent of Learning
Webster Groves School District, Saint Louis, MO

Conference Agenda

*All times are Eastern

SATURDAY, DEC. 2, 2023

8 am–4 pm	Learning Forward's Academies
4 pm–7 pm	Registration Opens

SUNDAY, DEC. 3, 2023

7 am	Registration Opens
8 am–9 am	Morning Coffee
9 am–12 pm	Preconference Sessions (First Half)
Noon–1 pm	Lunch
1 pm–4 pm	Preconference Sessions (Second Half)
4:30 pm–5:30 pm	Academy Graduation
6:30 pm	Registration Closes
6 pm–7:30 pm	Welcome Reception

MONDAY, DEC. 4, 2023

7 am	Registration Opens
7:30 am–8 am	Standards Lab
7:30 am–8 am	Morning Coffee
7:30 am–8 am	Conference Overview and First Timers Orientation
8:15 am–9:15 am	Welcome and Keynote: Chris Emdin
9:30 am–10:30 am	Keynote Q&A
9:30 am–11:30 am	Concurrent Sessions
10:45 am–11:45 am	Thought Leader
11:45 am–12:30 pm	Lunch
12:45 pm–2:45 pm	Concurrent Sessions
1 pm–2 pm	Thought Leader
3 pm–3:30 pm	Standards Lab
3 pm–4 pm	Round Tables/Table Talks
3 pm–4:30 pm	Sponsor Reception
4:30 pm	Registration Closes

TUESDAY, DEC. 5, 2023

7 am	Registration Opens
7:30 am–8 am	Standards Lab
7:30 am–8 am	Morning Coffee
8:15 am–9:15 am	Welcome & Keynote Panel: Sharron Helmke and Special Guests
9:30 am–10:30 am	Keynote Q&A
9:30 am–11:30 am	Concurrent Sessions
11:00 am–noon	Thought Leader
11:45 am–12:30 pm	Lunch
12:45 pm–2:45 pm	Concurrent Sessions
1 pm–2 pm	Thought Leader
3 pm–4 pm	Sponsor Sessions
3 pm–3:30 pm	Standards Lab
3 pm–4 pm	Table Talks/Round Tables
4 pm	Registration Closes

WEDNESDAY, DEC. 6, 2023

7:30 am–8 am	Standards Lab
8 am	Registration Opens
8 am–8:30 am	Morning Coffee
8:45 am–10:45 am	Concurrent Sessions
11:00 am–11:45 am	Brunch
11:45 am–1 pm	Keynote and Q&A: Brandi HInnant-Crawford (and Conference Wrap-up)
1 pm	Registration Closes

"As educators, when you discover a practice that benefits students, we have a responsibility to share it with others."

– Nancy Routson, Teacher
Arlington Public Schools

Curriculum matters, but how teachers use curriculum matters more.

Curriculum-based professional learning supports educators by anchoring teacher learning in the instructional materials they use in their classrooms – an approach that strengthens teaching and leads to better student outcomes.

Learn more about this emerging field and the movement to transform teaching through curriculum-based professional learning.

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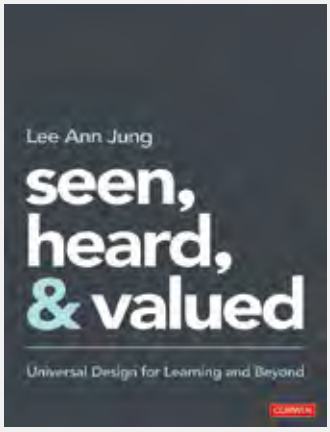
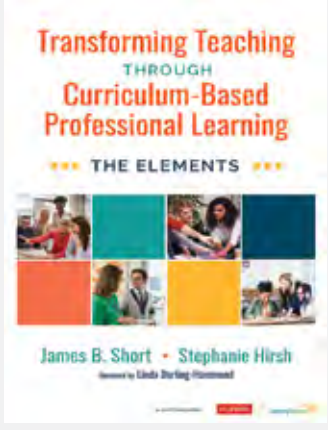


Lee Ann Jung



James B. Short, Stephanie Hirsh

H. Richard Milner IV

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Monday, Dec. 4, 2023, 3 pm – 4:30 pm

All conference attendees are invited to join us for food, drink, and conversation with our sponsors for this year's conference. Please help us honor some of the best organizations and companies in the education industry.

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Tuesday Dec. 5, 2023, 3 pm – 4 pm

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Things to do in Washington, DC

The Gaylord National Resort & Convention Center is located at National Harbor, Prince George's County, Maryland. The hotel is situated along the shores of the Potomac, downriver from Washington, D.C., and across from Alexandria, Virginia.

National Harbor is a vibrant waterfront destination just minutes from the nation's capital. Visit the Capital Wheel, a 180-foot observation wheel with breathtaking views of the Potomac River and surrounding areas. Head over to the marina, where you can take a water taxi to explore the river, or take a stroll along the waterfront and enjoy the scenery. For indoor fun, check out the MGM National Harbor casino or The Theater at MGM National Harbor. National Harbor has plenty of shopping options, including Tanger Outlets, which features over 85 designer stores. Located on the Chesapeake Bay, National Harbor is known for its delicious crab cakes and fresh oysters, so be sure to sample some while you are here.

If you're looking for a charming and historic destination with a small-town feel, Alexandria, Virginia, is just across the river. Alexandria is a charming waterfront city that is steeped in history and offers a variety of activities for visitors to enjoy. Stroll along the picturesque streets and explore the well-preserved 18th and 19th-century architecture and visit the many museums and art galleries.

Keynote Speakers

KEY01 | MONDAY WELCOME & KEYNOTE | 8:15 am – 9:15 am

Reality Pedagogy / Capacities for Imaginative Teaching/Thinking

Chris Emdin

Christopher Emdin is the Robert A. Naslund Endowed Chair in curriculum theory and professor of education at the University of Southern California, where he also serves as director of youth engagement and community partnerships at the USC Race and Equity Center. Reality Pedagogy is anchored on the tenet that teaching is more than disseminating information to students. Research in education has indicated that educators who are qualified via terminal degrees in their discipline are not necessarily effective. Even when they have sufficient content knowledge, many still lack the tools necessary to address the cultural divides that render them ineffective. In his keynote, Emdin will provide tools to teach educators how to address cultural divides while delivering academic content. The 7 C's of Reality Pedagogy are: 1. Cogenerative Dialogues; 2. Coteaching; 3. Cosmopolitanism; 4. Context; 5. Content; 6. Competition; and 7. Curation.

Chris Emdin, Emdin Support Services LLC, info@chrisemdin.com

Areas of Focus: Equity Practices, Professional Expertise

Topics: Culturally Responsive Pedagogy, Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Equity

KEY02 | TUESDAY WELCOME & KEYNOTE | 8:15 am – 9:15 am

The Power of Coaching: Voices from the Field

Sharron Helmke and panel

Join us for a lively panel discussion exploring how successful educators in a range of roles use coaching skills to foster autonomy, efficacy, and growth for other educators. Facilitated by Sharron Helmke, Learning Forward's vice president for professional services, the panelists will explore when and how they choose coaching interactions over other modes of leadership, including how to embed coaching into both collegial and supervisory conversations. Representing research and practice, the panelists will discuss the power of coaching to sustain learning, bolster collaboration and collaborative organizational cultures, and engender equity among the educators they support. They will also share how they've deepened their own professional expertise through being coached themselves and by coaching others.

Sharron Helmke, Learning Forward, sharron.helmke@learningforward.org

Areas of Focus: Culture Of Collaborative Inquiry, Implementation

Topics: Coaching, Equity, Instructional Leadership and Supervision

KEY03 | WEDNESDAY KEYNOTE & CONFERENCE WRAP-UP | 11:45 am – 1 pm

Measurement & Liberation: [Is There] Evidence We're on the Way?

Brandi Hinnant-Crawford

As a champion of improvement science and a seeker of justice, Hinnant-Crawford asks what is the evidence we need to propel liberatory action and how do we leverage evidence once we have it? An associate professor of educational leadership at Clemson University, Brandi Hinnant-Crawford will use this keynote to examine the relationship between evidence, adult learning, and action towards liberation. She takes inspiration from educator and organizer Septima Clark who, nearly 60 years ago articulated a plan to "teach adults to learn how to learn more effectively." Guided by Clark's legacy and practical example, Hinnant-Crawford outlines the dispositions and practices necessary to gather evidence for a liberatory agenda (even in contexts where liberation is not prioritized). Hinnant-Crawford argues, if Clark leveraged literacy for liberation 60 years ago, surely measurement can be leveraged for liberatory action today.

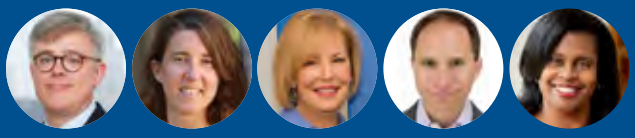
Brandi Hinnant-Crawford, Clemson University, bhinnan@clemson.edu

Areas of Focus: Culture Of Collaborative Inquiry, Equity Foundations

Topics: Collective Responsibility, Racial Equity

Thought Leaders

TL01 | MONDAY MORNING | 10:45 am –11:45 am



Transforming Professional Learning and Teaching at Scale

What will it take to transform teaching and improve student learning at scale? What do we know from research, how are systems supporting teacher learning with high-quality curriculum, and what policies are needed to create the conditions for effective curriculum implementation? Engage with Sonja Santelises, CEO of Baltimore Public Schools, Heather Hill, professor at the Harvard Graduate School of Education, Mike Petrilli, President of the Thomas B. Fordham Institute, and Stephanie Hirsh, former Executive Director of Learning Forward, to get strategies for improving the field of curriculum-based professional learning.

Participants will:

- Learn how the Standards for Professional Learning and the Elements of Curriculum-Based Professional Learning intersect;
- Examine policies and strategies for scaling professional learning anchored in the use of high-quality curriculum;
- Review research findings that provide guidance for curriculum implementation processes;
- Consider implications of bold policy and leadership moves that position curriculum implementation as a professional learning priority; and
- Reflect on the status of curriculum implementation efforts and identify essential next steps.

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

Heather Hill, Harvard Graduate School of Education, heather_hill@gse.harvard.edu

Stephanie Hirsh, Learning Forward, stephanie@hirshholdings.com

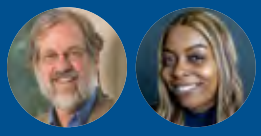
Michael Petrilli, Thomas B. Fordham Institute, mpetrilli@fordhaminstitute.org

Sonja Brookins Santelises, Baltimore City Public Schools, CitySchoolsCEO@bcps.k12.md.us

Areas of Focus: Curriculum, Assessment, & Instructiont; Learning Designs

Topics: Change Theory/Management, Curriculum and Instructional Materials, Implementation

TL02 | MONDAY AFTERNOON | 1 pm – 2 pm



Social and Emotional Learning: The Evidence is Clear, Now What?

Research on social and emotional learning (SEL) has grown dramatically in the past decade. Discover the latest research in the field of SEL including what we know, what we don't yet know, and what this means for creating caring and equitable schools. Join Mark Greenberg and Principal Natasha Buckner-Pena (Chicago Public Schools) to learn how schools can infuse evidence-based programs into all aspects of their operations to dramatically improve the culture, climate, and engagement of students, staff, and families.

Participants will:

- Know the latest research on social and emotional learning;
- Understand the key components of systemic SEL; and
- Learn how leaders can thoughtfully implement evidence-based SEL for students and staff.

Mark T. Greenberg, Penn State University, mxg47@psu.edu

Natasha Buckner-Pena, Chicago Public Schools, Principal of George Rogers Clark Elementary School, nlbuckner@cps.edu

Areas of Focus: Equity Practices, Evidence

Topics: Equity, Social Emotional Learning/Health (SEL/SEH)

> "Evidence Into Action means that practitioners are applying research-based practices to their daily work in meaningful ways to support forward progress and student achievement."
>
> **– Jamie Luerssen,** Principal
> Fairfax County Public Schools

Thought Leaders

TL03 | TUESDAY MORNING | 10:45 am – 11:45 am

Culturally Responsive School Leadership and Principal Pipelines

Comprehensive, aligned principal pipelines have been shown to be feasible, affordable, and effective. Join Mark A. Gooden and Muhammad Khalifa to learn how the Culturally Responsive School Leadership (CRSL) framework can be applied to each of the seven domains of principal pipelines using a new tool with self-guided questions for districts, all with the goal of supporting principals who can advance equitable outcomes for students.

Participants will:

- Define Culturally Responsive School Leadership (CRSL) and the framework's approach to equity-centered leadership;
- Identify opportunities to develop equity-centered practices within each of the seven principal pipeline domains; and
- Understand the district's role in developing and supporting equity-centered leadership and principal development.

Mark A. Gooden, Teachers College, Columbia University, Gooden@tc.columbia.edu

Muhammad Khalifa, Professor of Educational Administration and Executive Director for Urban Education Initiatives at Ohio State University, khalifa.20@osu.edu

Areas of Focus: Equity Foundations, Leadership

Topics: Equitable Access and Outcomes, Equity, Leadership Pathways & Pipelines

TL04 | TUESDAY AFTERNOON | 1 pm – 2 pm

How a City Learned to Improve its Schools

In 1987, Chicago was declared among the most troubled school systems in America. By 2017, it was described as the fastest improving urban system in the U.S. Understand key learnings about how and why this system transformation occurred. Learn how, through an active innovation space, system leaders developed partnerships with new and existing organizations and how a new civic and community architecture emerged to support school and system improvement. Explore the essential roles of recruitment, hiring, beginning teacher and principal support, and professional learning for practicing educators as key drivers of this transformation. Join Al Bertani and Tony Bryk to learn about this story of transformation.

Participants will:

- Understand role of community and civic partnerships in school improvement;
- Know importance of innovation for widescale, sustained change; and
- Understand role of professional learning and educator support in driving change.

Al Bertani, Carnegie Foundation, AlbertBertani@gmail.com

Anthony Bryk, Carnegie Foundation, Bryk@carnegiefoundation.org

Areas of Focus: Culture Of Collaborative Inquiry, Leadership

Topics: Comprehensive System Reform, Partnerships

> Evidence into action is a clarion call for educators to exercise our responsibility to our students and community to find and use the most effective tools to help them be successful learners for a lifetime. This conference will place those who seek those practices on the path to success in acquiring tools and resources to do so.
>
> – Peter S. Carpenter, Director, Organizational Development
> Harford County Public Schools, Bel Air, Md.

Preconference Sessions

Sunday Morning/Afternoon
9 am–12 pm *(continues)* 1 pm–4 pm

PC01

Opening Windows and Minds: Transforming Ourselves, Transforming Society

Reflect on your own racial experiences and the impact that racialization has had on your instructional practices as a way to foster your understanding of students' historical, cultural, and societal contexts. Gain instructional skills that will support the development of students as informed, empathetic, inclusive, and racially and historically literate global citizens who value diversity and actively engage in interrupting inequities.

Participants will:

- Engage in self-examination practices to help educators critically reflect on their own racial and historical literacy development;
- Examine educator moves and learn instructional shifts to equip students to develop racial and historical literacy, engage in critical discourse, and participate in systemic change;
- Explore and apply the five components of the Center for Anti-Racist Education (CARE) Framework (humanity, historical truths, critical consciousness, race and racism, and just systems) to recognize and eliminate bias in the classroom; and
- Prepare to navigate internal and external resistance to antiracist, pro-human instructional practices.

Afrika Afeni Mills, Continental Drift, LLC, afrika.afeni.mills@gmail.com

Areas of Focus: Equity Practices, Equity Drivers

Topics: Embracing Aspects of Student Identity (including but not limited to race, ethnicity, gender, socio-economic status, gender identity, sexual orientation), Racial Equity, Other: Inclusive Learning Environments and Practices

PC02

Linking Curriculum, Instruction, and Assessment to Improve Student Achievement

Since most schools and districts have more assessment data than ever before, teachers are awash with a resource that isn't as helpful as it could be. What can school systems do? Explore the components of a feedback system that impacts student understanding. Learn to align the multiple measures that are available to design instructional interventions that improve student learning. Consider how quality assessment systems can help teachers know if they have had an impact.

Participants will:

- Describe a formative assessment system;
- Use assessment data to make instructional decisions, including scaffolds for success; and
- Use assessment data to provide feedback that helps students drive their own learning.

Doug Fisher, San Diego State Univeristy, dfisher@sdsu.edu

Nancy Frey, San Diego State University, nfrey@sdsu.edu

Areas of Focus: Curriculum, Assessment, & Instruction, Professional Expertise

Topics: Assessment, Curriculum and Instructional Materials, Data-Driven Decision Making, Instructional Approaches, School Improvement/Reform

Save up to $620 with preview discounts.

PC03

Transforming Teaching through Curriculum-Based Professional Learning

Experience curriculum-based learning and consider how it differs from traditional professional learning. Examine a set of research-based actions, approaches, and enabling conditions that effective schools and systems have put in place to reinforce and amplify the power of high-quality curriculum and skillful teaching. Consider strategies for applying them to your plans for professional learning.

Participants will:

- Engage in core, structural, and functional design features and enabling conditions of curriculum-based professional learning and consider implications for your work;
- Examine the foundation for The Elements, a challenge paper from Carnegie Corporation of New York;
- Consider roles and responsibilities or putting into action the elements of curriculum-based professional learning; and
- Apply The Elements framework to assess current practice and make plans for next steps.

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

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

Stephanie Hirsh, Learning Forward, stephanie@hirshholdings.com

Susan Gomez Zwiep, BSCS Science Learning, sgzwiep@bscs.org

Areas of Focus: Curriculum, Assessment, & Instruction, Learning Designs

Topics: Change Theory/Management, Curriculum and Instructional Materials

Preconference Sessions

Sunday Morning/Afternoon
9 am–12 pm *(continues)* 1 pm–4 pm

PC04

Healthy Teachers, Happy Classrooms

Many teachers are simply and understandably burning out given the many demands they face in supporting students. Identify the factors that contribute to teacher burnout. Learn how to support teachers to restore their passion for teaching. Explore 12 brain-based principles for avoiding burnout, increasing optimism, and supporting physical well-being.

Participants will:

- Support teachers to determine purpose and restore the passion inherent in the profession;
- Understand the correlation between humor, optimism, games, and increased immunity;
- Value the importance of quality nutrition, exercise, and sleep to support physical well-being; and
- Create a classroom that engenders optimal student success.

Marcia L. Tate, Developing Minds, Inc., marciata@bellsouth.net

Areas of Focus: Professional Expertise, Curriculum, Assessment, & Instruction

Topics: Educators in Crisis, Social Emotional Learning/Health (SEL/SEH), Teacher Efficacy

PC05

Introduction to Liberatory Design: Design for Belonging

Learn about design thinking through a series of design for belonging exercises. Explore the liberatory design mindsets and feel, see, and shape an experiential moment of belonging for your own school, organization, or practice area. Draw on the process to plan a design action to take in your context.

Participants will:

- Understand that design for belonging is a form of liberatory design;
- Design for a moment of increased belonging by using the design process to create conditions for the feeling; and
- Activate and foster liberatory design mindsets.

Susie Wise, Design for Emergence, susiebwise@gmail.com

Morgan Vien, Design for Emergence, morgan@designforemergence.org

Areas of Focus: Equity Drivers, Culture Of Collaborative Inquiry

Topics: Collaborative Inquiry, Design Thinking/Human-Centered Design, Equity, Other: Human Centered Design

PC06

Standards for Professional Learning

This interactive session will provide participants with an in-depth exploration of the Standards for Professional Learning (2022), focused on how the standards guide and support high-quality learning systems and provide high-quality professional learning for individuals and teams. Explore new resources and tools that illustrate key concepts of the standards, including equity, curriculum, assessment, instruction, and professional expertise. Engage in collaborative learning activities to apply standards' concepts and resources to a range of roles, responsibilities, and professional contexts. Participants will receive a copy of *Standards for Professional Learning*.

Participants will:

- Gain a deep understanding of the content and structure of Standards for Professional Learning;
- Apply the concepts in the standards to their own roles, responsibilities, and contexts by engaging in interactive and collaborative activities; and
- Leave with strategies, resources, and tools that support their individual and collaborative professional learning growth.

Machel Mills-Miles, Learning Forward, machel.mills-miles@learningforward.org

Paul Fleming, Learning Forward, paul.fleming@learningforward.org

Elizabeth Foster, Learning Forward, elizabeth.foster@learningforward.org

Areas of Focus: Evidence, Professional Expertise

Topics: Professional Learning Basics, Professional Learning Resources: People, Time, Funding

Save up to $620 with preview discounts.

Preconference Sessions

Sunday Morning/Afternoon
9 am–12 pm *(continues)* 1 pm–4 pm

PC07

Gathering Evidence on the Effects of Professional Learning

What kind of evidence verifies that your professional learning makes a difference? How can stakeholders know professional learning leads to improvements in teaching practices and the performance of students? Explore what factors influence the effectiveness of professional learning and consider the five levels of evidence necessary in evaluating professional learning. Discover procedures for establishing reliable indicators of success and how to apply research findings to design and implement truly effective professional learning.

Participants will:

- Understand what factors trustworthy evidence shows contribute to the effectiveness of professional learning;
- Know the five levels of evidence that are essential in evaluating professional learning; and
- Develop procedures to plan effective professional learning experiences that impact teaching practices and result in improved student performance.

Thomas Guskey, University of Kentucky, guskey@uky.edu

Areas of Focus: Evidence; Curriculum, Assessment, & Instruction

Topics: Educator Effectiveness, Evaluation and Impact, Professional Learning Research

PC08

Powerful Practices for Professional Learning

Are you looking to design high-quality, interactive, and relevant professional learning that can escalate changes in educator practice leading to improved student outcomes? Explore the specific learning needs of adults while experiencing a plethora of highly engaging processes to ensure those needs are met, all while extending your understanding of high-quality professional learning design. Collaborate with peers using a learning design template that can up your game in professional learning design.

Participants will:

- Explore a framework for designing and facilitating powerful professional learning that is directly aligned to Standards for Professional Learning;
- Experience a learning environment that meets the physical, social/relational, and learning needs of adults;
- Engage with facilitators as they model brain-friendly strategies that capture and hold learners' attention and increase retention; and
- Prepare to use tools provided in the session for the future design of high-quality professional learning.

Terri Iles, Learning Forward Texas, tiles@learningforwardtexas.org

Trish Hinze, Learning Forward Texas, thinze@learningforwardtexas.org

Areas of Focus: Learning Designs, Professional Expertise

Topics: Facilitation, Models of Professional Learning (including in-person, virtual and hybrid models), Professional Learning Basics

PC09

Evidence Into Action through Learning Science

Learn how the application of key learning science principles can elevate the teaching and learning that occurs every day in your school or district. Seize opportunities to implement the science of learning to develop excellent teachers who are equity focused and evidence informed. Strengthen your school system's ability to leverage learning science to recruit and retain educators who meet the needs of all students.

Participants will:

- Identify key learning science principles that ensure instructional effectiveness and equity;
- Evaluate current level of learning science proficiency in order to determine initial actions to build expertise in evidence-informed practice;
- Analyze identified components of successful evidence-to-practice implementation in teacher preparation and professional learning; and
- Develop a theory of change plan that begins to outline initial steps for building capacity for evidence-informed professional learning.

Margaret Lee, Frederick County Public Schools, margaret.lee@fcps.org

Jim Heal, Deans for Impact, jheal@deansforimpact.org

Areas of Focus: Learning Designs, Evidence

Topics: Partnerships, Professional Learning Research, Teacher Pathways/Pipelines, Other: Learning Science

Preconference Sessions

Sunday Morning/Afternoon
9 am–12 pm *(continues)* 1 pm–4 pm

PC10

Personal and Professional: Empowering Educators through Personalized Professional Learning

Even as our lives become more personalized, whether through custom ads, personal shoppers, or movie and book recommendations, professional learning for educators has not kept pace. Explore innovative practices that empower educators to take ownership of their growth. Apply the personalized learning principles of voice, co-design, social construction, and self-discovery to design a professional learning model for your district or school. Leave with planning tools and models to put a plan into action.

Participants will:

- Gain strategies to integrate educator voice early in the professional learning planning;
- Learn to engage educators as co-designers who help identify the success metrics of professional learning and map out the action plan to achieve desired results;
- Consider the role that social construction plays in the professional learning process, including expanding the role of facilitator and definition of engagement; and
- Understand the importance of self-discovery and the various forms it can take in the professional learning cycle.

Allison Rodman, The Learning Loop, arodman@thelearningloop.com

Areas of Focus: Learning Designs, Implementation

Topics: Collective Efficacy, Models of Professional Learning (including in-person, virtual and hybrid models), Personalized Learning (Educators and Students)

PC11

The Feedback Process for Coaching and Implementation Support

Feedback is a key component of continuous improvement. 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 apply it to continuous learning. 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.

Participants will:

- Identify the attributes of effective feedback for adults;
- Understand the types and purposes of feedback for professional learning;
- Apply the feedback process to promote continuous improvement; and
- Explore how to create a culture that supports the implementation of the feedback process in professional learning.

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

Areas of Focus: Implementation, Learning Designs

Topics: Coaching, Feedback and Observations, Implementation

PC12

Coaching Matters

The term coaching matters suggests that an effective coaching program can impact student learning in a positive way. Examine the essential characteristics of effective building-level instructional coaching programs. Leave with examples and practical tools from a variety of districts, including protocols for building relationships with teachers and principals, ways to assess the impact of coaching, sample documents defining the roles of coaches, ways coaches can improve the culture and climate of the school, and much more.

Participants will:

- Build capacity (knowledge, skills, dispositions, and practices) to define and implement an effective coaching program that positively impacts student achievement;
- Use a coaching framework to examine all aspects of the coaching program;
- Analyze examples and structures as useful tools in carrying out the work of coaching; and
- Explore ways to move coaching from a focus on teacher behaviors to a focus on student results.

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

Areas of Focus: Implementation, Learning Designs

Topics: Coaching, Continuous Improvement Cycles, Educator Effectiveness

Preconference Sessions

Sunday Morning/Afternoon
9 am–12 pm *(continues)* 1 pm–4 pm

PC13

Instructional Coaching: Going Deeper into Goals & Teaching Strategies

Two things are central to instructional coaching: setting goals and identifying strategies to achieve them. Dive deep into these two topics, with a particular focus on gathering data for goal setting and creating an instructional playbook to identify the highest-impact teaching strategies to help teachers hit their goals. Engage with other coaches to gain multiple perspectives and create an implementation plan. Leave with tools and forms you can use to ensure that coaching flourishes in your organization.

Participants will:

- Learn a research-based coaching cycle, the impact cycle, that can be used in professional practice immediately;
- Learn about PEERS goals and what research says about goal setting;
- Learn how to gather engagement and achievement data that can be used for goal setting; and
- Learn why instructional playbooks are essential and how to create an instructional playbook.

Recommended book: https://instructional-coaching-group.myshopify.com/products/the-definitive-guide-to-instructional-coaching

Jim Knight, Instructional Coaching Group, jim@instructionalcoaching.com

Areas of Focus: Implementation, Learning Designs

Topics: Coaching, Data-Driven Decision Making, Implementation, Instructional Approaches

PC14

Belonging through Dignity: Evidence and Action

The biggest school and system leadership responsibility is creating conditions where each person can thrive. Achieve clarity on this priority for healthy school, classroom, and work environments. Learn how to better honor dignity in everything we do in order to activate engagement and foster improved achievement, performance, and retention. Experience a framework and improvement process to better serve our students, their families, and each another.

Participants will:

- Deepen knowledge of dignity and belonging;
- Acquire an improvement process to ensure accountability for "creating" the conditions that people need to thrive in work and in school; and
- Enhance capabilities to both collect and use belonging data to identify a problem of practice and to address the problem with dignifying actions to ensure people have the opportunity to perform at their best.

John Krownapple, Dignity Consulting, john@dignityconsulting.com

Floyd Cobb, Dignity Consulting, fcobb2@yahoo.com

Areas of Focus: Equity Foundations, Equity Practices

Topics: Continuous Improvement Cycles, Data-Driven Decision Making, School Improvement/Reform

PC15

Tools for Leading in Challenging and Polarizing Times

Schools are on the front lines of many challenging discussions, from health and safety measures to curriculum choices, from issues of academic freedom to discipline policies. Discuss how to collaborate and engage respectfully with others for the health of the school and the collective well-being of all within it. Gain a framework and tools for discussing polarizing issues in productive and humane ways and strategies for managing stress and emotions during difficult interactions. Experience facilitative approaches for having productive conversations.

Participants will:

- Distinguish between solvable problems and polarities;
- Gain the critical skill of suspending certainty in order to think with greater openness and complexity;
- Learn to take increased responsibility for a side of a conversation and use of language during challenging moments;
- Know how to support group members during difficult conversations; and
- Learn to identify and manage emotions, discomfort, and stress in healthy ways

Jennifer Abrams, Jennifer Abrams Consulting, jennifer@jenniferabrams.com

Jane Kise, Differentiated Coaching Associates, LLC, jane@janekise.com

Areas of Focus: Culture Of Collaborative Inquiry, Leadership

Topics: Collaborative Inquiry, Leadership Development, School Improvement/Reform

Preconference Sessions

Sunday Morning/Afternoon
9 am–12 pm *(continues)* 1 pm–4 pm

PC16

Teaming and Engaging Difficult Conversations: A Developmental Approach

Teaming and collaboration catalyze learning and teaching in schools and systems. Consider how educators engage effectively in teams and turn toward difficult conversations to enhance collaboration. Understand adult developmental theory and how it supports growth and student achievement. Learn about a developmental approach to teaming and engaging difficult conversations. Develop skills for building structures and cultures that support individual and team growth.

Participants will:

- Understand how developmental theory applies to teams and teaming;
- Gain skills to improve collaboration and communication among teams; and
- Apply strategies to conduct difficult conversations to advance adult growth and student achievement.

Ellie Drago-Severson, Teachers College, Columbia University, drago-severson@tc.edu

Areas of Focus: Culture Of Collaborative Inquiry, Leadership

Topics: Leadership Development, Other: Adult Development, Teaming/ Collaborating

PC17

Becoming a Learning Team

Gain step-by-step guidance in using collaborative learning time for teachers to solve specific student learning challenges. Examine a process for using student data to craft student and educator learning goals leading to learning plans, implementation steps, and progress monitoring. Focus on the role of learning teams in implementing high quality instruction and what that means for student and educator learning goals. Participants will receive a copy of *Becoming a Learning Team*, 2nd edition.

Participants will:

- Understand the value and importance of collaborative learning to improve teaching and learning;
- Take steps to launch a learning team cycle with five key stages and examine how to implement each with specific strategies and supporting protocols;
- See how to support the meaningful implementation of high-quality instructional materials;
- Adapt the cycle to fit specific school and district calendars and initiatives; and
- Leave with a road map to focus on the day-to-day actions in classrooms among students, educators, and instructional materials for maximum impact.

John Eyolfson, Learning Forward, john.eyolfson@learningforward.org

Kellie Randall, Learning Forward, Cherry Creek Schools, kellie.randall@learningforward.org

Areas of Focus: Culture Of Collaborative Inquiry, Learning Designs

Topics: Collective Efficacy, Continuous Improvement Cycles, Curriculum and Instructional Materials, Professional Learning Communities

PC18

12 Angry Men: The Power of Productive Conflict

Explore the classic film *12 Angry Men* and make connections to conflict evident in the film to discuss the five qualities of collaboration that support effective teams. Learn about meaningful team member participation and the importance of open inquiry. Examine techniques of consensus-building among diverse team members. Understand how conflict reveals new ideas and information.

Participants will:

- Define productive conflict and understand its value;
- Identify the high-leverage best practices associated with effective collaborative teams; and
- Understand trust-building and trust-busting behaviors.

Kenneth Williams, Unfold the Soul, Inc., ken@unfoldthesoul.com

Areas of Focus: Culture Of Collaborative Inquiry, Equity Drivers

Topics: Collaborative Inquiry, Equity, Leadership Development

Save up to $620 with preview discounts.

Preconference Sessions

Sunday Morning/Afternoon
9 am–12 pm *(continues)* 1 pm–4 pm

PC19

Instructional Leadership for Powerful Student Learning

As an instructional leader, your primary responsibility is to ensure high-quality learning experiences in every classroom, for every student, every day. Explore how to help teachers become self-reflective practitioners whose thoughtful approach translates into real gains in student achievement. Learn how to transform schools into cultures of commitment rather than cultures of compliance. Gain building blocks to create such cultures and design a plan to move forward immediately.

Participants will:

- Embrace the need to differentiate their coaching and supervisory support of their teachers;
- Determine and implement a capacity-building approach that builds reflection and technical expertise; and
- Collaborate to build a culture that strives toward continuous improvement, curiosity, and expertise.

Pete Hall, EducationHall, LLC, N/A, petehall@educationhall.com

Areas of Focus: Leadership, Professional Expertise

Topics: Coaching, Collective Efficacy, Educator Effectiveness, Instructional Leadership and Supervision

PC20

A Pathway to Continuous Improvement: Becoming a Learning System

The Standards for Professional Learning are foundational to ensuring our systems are learning systems. Learn that in learning systems, educators value adult learning as much as student learning, thrive through collaborative inquiry, and create conditions that foster high-quality teaching and learning for all. Explore the critical attributes of a learning system, how the Standards for Professional Learning guide learning systems to continuous improvement, the role of change theory, and how to develop a culture of collaborative inquiry.

Participants will:

- Establish a personal vision of a learning system and a theory of change on how to move their own organization closer to becoming one; and
- Design strategies and approaches promoted in the Standards for Professional Learning to strengthen their leadership in leading learning systems.

Kay Psencik, Learning Forward, kay.psencik1@gmail.com

Eric Brooks, Yuma Union High School District, ebrooks@yumaunion.org

Areas of Focus: Leadership, Culture Of Collaborative Inquiry

Topics: Change Theory/Management, Comprehensive System Improvement/ Reform

PC21

Leading for Rigorous Learning

Leaders affect the greatest number of people in a system, making them a potential catalyst for transformation. Explore leadership habits that ensure your students experience surface, deep, and transfer learning. Coach educators and teams to design rigorous learning, collect and analyze evidence of such learning, and respond with high-leverage actions that foster positive impact. Leave with a set of strategies to lead with and for rigorous teaching and learning for staff and students.

Participants will:

- Draw connections among surface, deep, and transfer learning;
- Align surface, deep, and transfer levels of learning to high-yield instructional practices;
- Learn strategies for collecting and analyzing evidence of impact across levels of learning; and
- Develop leadership habits that will support rigorous instruction and strengthen learner agency.

Michael McDowell, The Core Collaborative | Hinge Education, michaelm@thecorecollaborative.com

Areas of Focus: Leadership; Curriculum, Assessment, & Instruction

Topics: Change Theory/Management, Deep Learning, Leadership Development

Registration Information

TO REGISTER FOR LEARNING FORWARD'S 2023 ANNUAL CONFERENCE, **PLEASE COMPLETE THE REGISTRATION FORM.**

	PREVIEW REGISTRATION 4/15/2023 - 6/30/2023		EARLY REGISTRATION 7/1/2023 -10/31/2023		REGULAR & ONSITE 11/1/2023 - 12/6/2023	
	Member	NonMember	Member	NonMember	Member	NonMember
SUNDAY, DEC. 3 Preconference only	**$331**	**$431**	**$346**	**$446**	**$361**	**$461**
MONDAY, DEC. 4 Conference	**$284**	**$384**	**$299**	**$399**	**$314**	**$414**
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4 WAYS TO REGISTER: Registrations are accepted by mail, fax, or scan. All registrations require payment for processing.

ONLINE:
conference.learningforward.org

MAIL:
Learning Forward Conference Registration, 504 S. Locust Street, Oxford, OH 45056

FAX:
513-523-0638

SCAN:
office@learningforward.org

HOTEL & TRAVEL INFORMATION

Book now for best availability!

Reservations can be made through Friday, Nov. 10, 2023. To book a hotel guest room at the Learning Forward Annual Conference hotel rates, please make your reservation by the cutoff date of Friday, Nov. 10, 2023. Hotel changes and/ or cancellations can be made, but cancellation for large group holds after Friday Oct. 21, 2023, will incur a one-night hotel room charge for each room reserved. Book now to secure a rate in the room block and be connected to all the conference activities at the Gaylord National Harbor Resort and Convention Center.

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Confirmed rates for the Learning Forward Annual Conference, Dec. 3-6, 2023.

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Double occupancy.....$229
Triple occupancy.....$229
Quadruple occupancy $229

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Registration and attendance at, or participation in, Learning Forward's 2023 Annual Conference and other activities, constitutes an agreement by the registrant to Learning Forward's use and distribution (both now and in the future) of the registrant's or attendee's image or voice in photographs, videotapes, electronic reproductions, and/or audiotapes of such events and activities.

REGISTRATION POLICIES AND PROCEDURES

Fees for Sunday include lunch, materials, and program attendance. Fees for Monday and Tuesday include lunch, general session program, morning sessions, afternoon sessions, and materials. Wednesday's fee includes brunch, general session program, morning sessions, and materials.

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CONFIRMATION

You will receive confirmation by email, but your conference registration won't be complete until you submit your session selections. Concurrent session selection will be available in early August. Conference materials will be distributed at the conference. Please call the Learning Forward Business Office (800-727-7288) if you have questions.

REGISTRATION FORM

SECTION 1 - Registration data must be filled out completely. Please make sure we have your current email address on the form.

SECTION 2 - Registration questions.

SECTION 3 - Select and total conference fees.

SECTION 4 - Membership fees.

SECTION 5 - Total and payment. Fees are payable by check, Visa, AMEX, MasterCard, Discover, or purchase order. Learning Forward will invoice your school/district on the purchase order upon receipt. Payment of the invoice must be received before the conference.

CANCELLATION AND CHANGE POLICY

A $50 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2023, to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2023. No refunds will be issued for cancellations received after Nov. 19, 2023. Learning Forward reserves the right to process refunds after the conference concludes. To transfer registration, make changes to payment method, or reduce or change days attending, email **christy@learningforward.org** or call **800-727-7288**. A $25 handling fee will be assessed.

HEALTH AND SAFETY ACKNOWLEDGEMENT

Event participants are expected to follow health and safety recommendations from the CDC or federal, state, and county authorities.

WASHINGTON, DC learningforward 2023 ANNUAL CONFERENCE DEC. 3-6, 2023

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4 ways to register:

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FAX: 513-523-0638

SCAN: office@learningforward.org

01 | REGISTRATION DATA:

Please print your email address legibly — your conference confirmation will be emailed to you.

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(for your nametag)

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Position_____

School Name _____

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02 | PLEASE CHECK (✓)

☐ I am willing to volunteer for 2-3 hours during the conference.

☐ I am a presenter

☐ This is my first Learning Forward conference

☐ Check here if you do not wish to have special promotional material sent to you from our conference vendors.

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We will not be able to accommodate special dietary needs received after Nov. 15, 2023.

☐ Special access requirements:

CANCELLATION POLICY.

A $50 cancellation fee will apply to all cancellations. Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2023, to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2023. No refunds will be issued for cancellations received after Nov. 19, 2023. Learning Forward reserves the right to process refunds after the conference concludes. To transfer registration, make changes to payment method, or reduce or change days attending, email **christy@learningforward.org** or call **800-727-7288**. A $25 handling fee will be assessed.

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03 | REGISTRATION FEES:

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Choose Sunday preconference session. _____ One selection per day.		
☐ **Monday Conference**	$284 _____	$384 _____
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SUBTOTAL	**$** _____	**$** _____

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05 | TOTAL & PAYMENT:

Add 3 and 4

3 **Subtotal registration** ..... $_____

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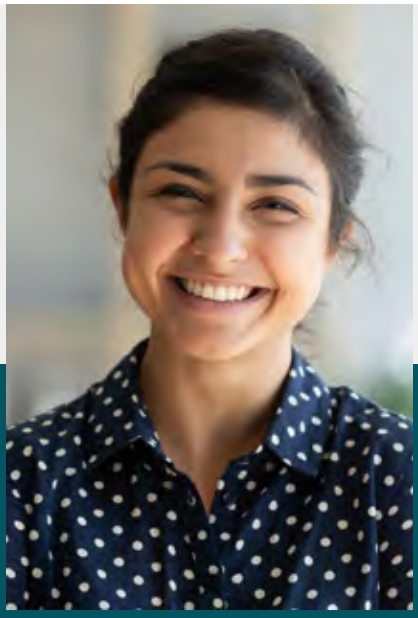

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Stop by the Standards Labs to talk with our experts about Standards for Professional Learning. Our schedule will include moderated conversations around

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