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CONFERENCE**

JULY 22-25, 2012

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summer conference program



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CHRIS LEHMANN is the founding principal of the Science Leadership Academy, a progressive science and technology high school in Philadelphia, PA. Science Leadership Academy is an inquiry-driven, project-based, 1:1 laptop school, considered to be one of the pioneers of the School 2.0 movement. The school was recognized as an Apple Distinguished School in 2009 and 2010 and was named one of the Ten Most Amazing Schools in the US by *Ladies Home Journal*. In 2010, Lehmann was named one of the “30 Most Influential People in EdTech” by *Technology & Learning* magazine. He has written for many education publications; has spoken at conferences all over the world, including TEDxPhilly, TEDxNYED, and the International Society of Technology in Education Conference; and has worked with schools across the country. Lehmann is co-editor of *What School Leaders Need to Know about Digital Technologies and Social Media* (Jossey-Bass, 2011) and author of the education blog, Practical Theory.



AVIS GLAZE has been recognized for her work in leadership development, student achievement, school and system improvement, character development, and equity of outcomes for all students. As Ontario’s first chief student achievement officer and founding CEO of the Literacy and Numeracy Secretariat, she played a pivotal role in improving student achievement in Ontario schools. She has taught at all levels of the K-12 education system, in rural and urban areas, in public and Catholic schools, and at the elementary, secondary, community college, and university levels. After serving as Ontario’s first Chief Student Achievement Officer, Glaze was later appointed as Ontario’s Education Commissioner and Senior Adviser to the Minister of Education. It is her strong belief that all children can learn with the proper supports and effective teaching. Through her company, Edu-quest, Glaze continues to motivate and inspire educators. Her primary focus in education is on building capacity to ensure that all students achieve, regardless of background factors or personal circumstances.



TOM BOASBERG, Superintendent for Denver Public Schools (DPS) since 2009, has led the district’s efforts to accelerate its progress in student achievement. Before DPS, Boasberg worked at Level 3 Communications, where he was group vice president for corporate development, responsible for the company’s mergers and acquisitions and strategic partnerships. Boasberg spent three years in Hong Kong as senior vice president for Asia corporate development and head of the Asian lines of business, establishing and running operations in China, Korea, Japan, Taiwan, and Hong Kong. Boasberg also served as legal advisor to the chairman of the Federal Communications Commission, where he played a leading role in the establishment of the E-Rate program, which provides over \$2 billion a year to high-poverty schools across the country. A speaker of Cantonese and Mandarin Chinese, he also worked as a junior high school English teacher in Hong Kong’s public schools and played semi-professional basketball in Hong Kong.

Save \$50

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when you register by
April 30, 2012.



PC101

WHAT TEACHERS NEED TO KNOW TO TEACH THE COMMON CORE LITERACY STANDARDS



States now in the process of changing from their current state English language arts curriculum to the Common Core State Standards will

find that the differences in standards are extensive and will require a coordinated and intensive professional development response. Hear how more than just a correlation to see where the new standards matched with the old ones will be essential. Gain an overview of what the Common Core State Standards will require teachers to know to teach English language arts.

Participants will:

- Review and apply literacy research findings.
- Focus on how to improve reading achievement, particularly in urban schools.
- Explore how the Common Core State Standards are challenging conventional instructional practices.
- Leave with an understanding of what will be required to teach English language arts under the Common Core State Standards.

Timothy Shanahan, University of Illinois at Chicago, shanahan@uic.edu

Strand: Teaching Quality

PC102

COACHING MATTERS



Learn what needs to be in place for a coaching program to impact student learning. Examine the essential characteristics of effective building-level instructional coaching programs. Walk away with the best examples and practical tools from a variety of districts, including examples of evaluation rubrics, protocols for providing feedback to coaches, and sample documents defining the roles of coaches. Use newly developed levels of implementation maps to assess or plan your own coaching program.

Participants will:

- Consider characteristics of effective coaching programs.

- Examine and reflect on examples of structures and tools.
- Determine ways to implement the characteristics of effective coach-principal and coach-teacher relations.
- Dialogue about ways to define confidentiality between coaches and others.
- Explore partnership agreements and evaluation tools.

Cindy Harrison, Instructional Improvement Group, Broomfield, CO, harrison.cindy@gmail.com

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Chris Bryan, Westminster, CO, bryan.chris48@gmail.com

Strand: Fundamentals

PC103

EMBEDDING FORMATIVE ASSESSMENT WITH TEACHER LEARNING COMMUNITIES



Understand what kinds of formative assessment do and do not improve student achievement and under what conditions. Explore what formative assessment is and why it needs to be a priority for every school. Discover the important role formative assessment plays in increasing teacher quality and student learning when it is viewed as a process rather than a tool.

Participants will:

- Understand how the research on formative assessment has been misused.
- Consider why the changes required for effective classroom formative assessment require different kinds of professional development.
- Learn to establish and sustain building-based teacher learning communities that support teachers in development of classroom formative assessment.
- Investigate the use of effective classroom discussions, feedback, and self-regulated learning to create effective learning environments for student success.
- Gain practical techniques for implementing formative assessment.

Dylan Wiliam, Dylan Wiliam Associates, Pennington, NJ, dylanwiliam@mac.com

Strand: Fundamentals

PC104

TEACHER LEADERSHIP: THE KEY TO MAXIMIZING STUDENT LEARNING AND SUSTAINING SCHOOL IMPROVEMENT



Successful international schools with economically-challenged populations are utilizing strategic networks of teacher leaders to create

a community of schools and make significant student performance gains. Develop an understanding of the various leadership roles teachers play in successful school and district reform efforts. Explore how to recruit, develop, and support teacher leadership and the roles school and district staff play in providing an environment and culture of success. Focus on how schools are replicating the international success by developing strategic networks that transcend geographic boundaries and link teacher leaders in innovative professional practice for student success.

Participants will:

- Explore the leadership roles of teachers.
- Harness the power of teacher leadership to form networks and create communities of schools as a means to build school culture and foster pedagogical excellence.
- See how teachers in a network and community of underperforming schools can make gains in student achievement.
- Reflect on their existing networks and how to strengthen and expand them in their schools, districts, or communities.

Andrew Cole, Reston, VA, andy.cole16@hotmail.com

Strand: Leadership





**PC105
CREATING INTENTIONAL
COLLABORATION IN SCHOOLS**



Collaborative relationships are indeed powerful, but what can schools do to

encourage the development of highly effective collaborative teams? Learn what happens to student achievement when teachers begin to collaborate. Understand what changes occur in teachers' practice, language, and relationships as a collaborative culture develops in a school. Study what specific structures and processes need to be in place. Acquire the skills and develop the relationships necessary to ensure schools create and sustain high-performing collaborative teams. Examine the necessary aspects of structure and culture that collaborative teams require to be successful.

Participants will:

- Learn practical strategies to build powerful collaborative cultures.
- Identify the five keys for facilitating successful collaborative team meetings.
- Explore the impact of important concepts like trust and conflict on team effectiveness.
- Examine ways to manage and monitor the development of collaborative teams.

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Strand: Fundamentals

**PC106
NEW STANDARDS FOR
PROFESSIONAL LEARNING**



Standards for professional learning define the indicators of quality and recommended practice in the field. Hear about the newly updated

standards for professional learning, recently revised in 2011 through a multi-national, collaborative process involving multiple professional education associations and organizations. Focus on developing an understanding of the newly revised standards, examine what they look like in practice, and explore ways to introduce them to various stakeholder groups, integrating them into policies that currently exist.

Participants will:

- Develop an understanding of the newly revised standards for professional learning.
- Distinguish the similarities and differences between the new and former standards.
- Examine how the standards look in practice.
- Acquire strategies for introducing the standards to various stakeholder groups.
- Explore ways of integrating the new standards into policy.

Learning Forward acknowledges support from the MetLife Foundation for this session.

Jacqueline Kennedy, Learning Forward, Dallas, TX,
jacqueline.kennedy@learningforward.org

Strand: Fundamentals

**PC107
IMPROVING LEARNING OUTCOMES FOR
ALL LEARNERS THROUGH RESPONSE TO
INTERVENTION**



The diversity of students' knowledge and skills poses a challenge to school staff to ensure that all students learn and achieve in the Common

Core State Standards (CCSS). Schools implementing a response to intervention (RTI) framework increase the likelihood that all students will benefit from the CCSS. Understand the core concepts required, explore examples of implementation, and consider the district and school practices necessary to promote high-fidelity implementation and sustainability to an RTI framework.

Participants will:

- Develop a common frame of reference for RTI.
- Consider how to implement research-based interventions.
- Discuss the challenges of successful implementation of an RTI framework.
- Learn to plan interventions and monitor progress based on reviews of student data.
- Ensure appropriate learning experiences for all students and increase the likelihood of success for students at risk.

Daryl Mellard, University of Kansas, Lawrence, KS,
dmellard@ku.edu

Strand: Teaching Quality

**PC108
MANAGING DIFFERENTIATED INSTRUCTION AS A LEADER: EDUCATORS WORK SMARTER! STUDENTS WORK HARDER!**



Attention all leaders in state, district, or school-level positions interested in learning to manage differentiated classrooms. Learn the complex

task of differentiating instruction to meet the needs of today's learners. Experience a train-the-trainer model of assessing, planning, and managing differentiated instruction.

Participants will:

- Describe the how-to of informal and formal formative assessments.
- Discuss guidelines and tips for using centers and stations, independent and small-group assignments, academic contracts, and flexible grouping.
- Use planning tools that simultaneously meet the needs of students who are on three different knowledge levels.
- Apply 10 practical planning models for differentiating instruction and motivating the unmotivated.

Carolyn Chapman, Creative Learning Connection, Thomson, GA,
cchapman@carolynchapman.com

Strand: Teaching Quality





PC109 USING DATA TO IMPROVE LEARNING FOR ALL



Learn about a structured process of collaborative inquiry that is contributing to

significant gains in student achievement, increased data use among teachers, and stronger collaborative cultures in schools nationwide. Experience the process first-hand through a data simulation and gain insight into how to marshal the power of data and collaborative inquiry as catalysts for equitable school improvement.

Participants will:

- Articulate a theory of action to connect data use to improved student results.
- Engage in data-driven dialogue with a variety of data sources, including student work.
- Apply practical tools and frameworks to increase the effectiveness of data teams.
- Increase awareness of the assumptions and cultural lenses brought to data interpretation.
- Use data to differentiate instruction and assure mastery for each student.

Nancy Love, Research for Better Teaching, Acton, MA, love@rbteach.com

Aminata Umoja, Research for Better Teaching, Lithonia, GA, umoja@rbteach.com

Strand: Teaching Quality

PC110 TEACHING POLICY AND ENGAGING TEACHERS



Seismic shifts are occurring in policies on evaluation, tenure, collective bargaining, curriculum, and assessment that directly affect teachers and students. Explore ways in which teachers can become engaged in leadership opportunities that have an impact on the policies and practices that keep teachers from being driven out of the profession. Discuss how teachers can get involved in sharing ideas, insights, and solutions to the problems of education. Develop proposals for policies that will keep the most effective teachers in classrooms that need them the most, and ensure students have access to the teachers who will help them soar.

Participants will:

- Learn how policy is made and who key decision makers are.
- Understand who the stakeholders are in various policy contexts and why they are important.
- Examine demographic trends and research on the teaching profession.
- Engage in developing strategies for how teachers participate in policy change and implementation and how to contribute to innovation.
- Identify different types of teacher leadership opportunities.
- Acquire strategies to build the capacity of teacher leaders and prepare them for the challenges that come with increased teacher leadership.

Heather Peske, Teach Plus, Boston, MA, hpeske@teachplus.org

Brittany Clark, Memphis City Schools, Memphis, TN, clarkbs@mcsk12.net

Laura Meili, Chicago Public Schools, Chicago, IL, laura.meili@gmail.com

Strand: Advocacy

PC111 CREATING AN IMPACT SCHOOL: PROFESSIONAL LEARNING THAT MAKES A DIFFERENCE



Learn how schools and districts can focus their professional learning on easy-to-understand professional learning targets. Examine how

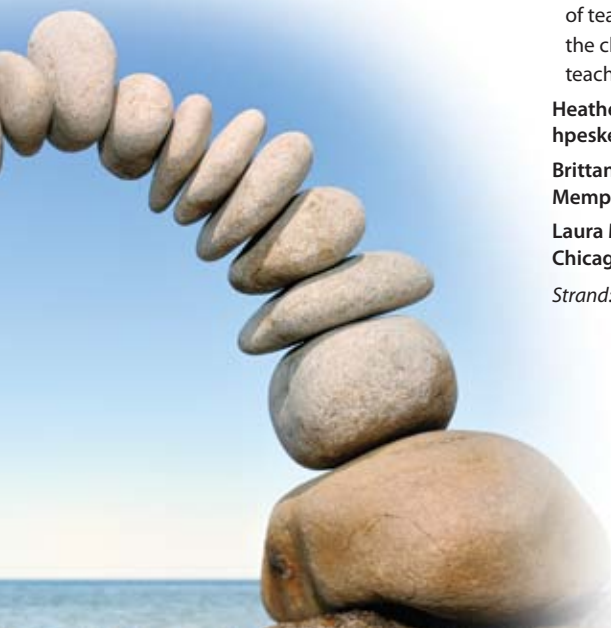
workshops, professional learning communities, and other forms of professional learning can support implementation of school improvement targets. Consider what principals, coaches, and central office staff need to do to accelerate professional learning, and what teaching practices have the greatest impact in the classroom. Explore high-leverage activities educational leaders can employ to design professional learning that has an unmistakable impact on teaching, based on more than 18 years of research on professional learning conducted at the Kansas Coaching Project at the University of Kansas Center for Research on Learning.

Participants will:

- Investigate which teaching practices have the greatest impact on teaching excellence and student achievement.
- Articulate the complexities of helping relationships.
- Review the partnership approach and why it is an essential foundation for professional learning.
- Consider the importance of having an instructional target, the step-by-step procedures leaders can follow to create school improvement targets, and how leaders can best get schoolwide commitment to implementing the target.
- Learn how workshops, intensive learning teams, and other forms of professional learning should be designed to ensure impact on student learning and teacher practice.
- Understand how instructional coaches can best be utilized to support professional learning.

Jim Knight, University of Kansas, Lawrence, KS, jimknight@mac.com

Strand: Impact



Save \$50

on a 3- or 4-day registration when you register by April 30, 2012.

Who should attend the Summer Conference in Denver?

- ▲ *Teacher Leaders*
- ▲ *Principals and Assistant Principals*
- ▲ *Mentors, Coaches, and Instructional Specialists*
- ▲ *Staff Developers*
- ▲ *Curriculum Consultants*
- ▲ *District Office Administrators*
- ▲ *Program Developers*
- ▲ *Technical Assistance Providers*



Denver Area Attractions

ART GALLERIES AND ART DISTRICTS

Hip galleries and fun First Friday festivals, Denver's art districts are the pulse of the Mile High City's creative community. Spend an afternoon browsing work from local artists.

MUSEUMS

Denver Art Museum's massive collection of Western art, cutting-edge works at the Museum of Contemporary Art Denver, hidden gems such as the Kirkland Museum, and Museo de las Americas – Denver's museums offer something for everyone.

OLD WEST HERITAGE

Travel back in time to the Wild West at the Colorado History Museum and the Denver Museum of Nature & Science. Others include Black American West Museum, Native American Denver, and Rockmount Ranch Wear.

RED ROCKS AMPHITHEATRE & VISITORS CENTER

Part of Denver's Theatres & Arenas Division, Red Rocks Amphitheatre is a naturally formed, world-famous outdoor venue just fifteen miles west of Denver. Red Rocks is recognized for its star-studded concert roster, natural acoustics and ambience, as well as its awe-inspiring hiking and biking trails. The visitor center features interactive educational displays, a short film documentary on the geologic and musical history, a Performer's Hall of Fame, and delicious food at Ship Rock Grille. Daily Tours: 10:00 a.m. or by appointment (303-697-6047) \$6.00 per person.

DENVER AREA DAY TRIPS

Of all the great things Denver has to offer, the greatest may be its ability to serve as a base camp for incredible one-day excursions. Denver offers quick, easy access to the state's biggest attraction, the Rocky Mountains, where many national and state parks, national forests and scenic areas fill your senses. Gold rush mountain towns and ski resorts are great places to spend a day shopping, exploring, and taking in the amazing scenery. From Denver, your next great adventure is just around the bend or right over the next ridge. And remember, when you're out in the city, stop in at one of the city's conveniently located Visitor Information Centers for more day trip tips. For more great trip ideas, check out Denver itineraries.

<http://www.denver.org/what-to-do/colorado-day-trips>

DENVER learningforward
2012 SUMMER CONFERENCE
 JULY 22-25, 2012

Learning Forward Summer Conference Strands

- | | | | | | | |
|--|--|---|--|--|---|---|
| <p>1. ADVOCACY:
Building Support for Professional Learning Through Policy Development and Implementation.</p> | <p>2. EQUITY:
Applying Knowledge of Race, Class, Culture, and Learning Differences to Achieve Educational Equity.</p> | <p>3. FUNDAMENTALS:
Addressing the Fundamentals of Powerful Professional Learning.</p> | <p>4. IMPACT:
Examining the Link Between Professional Learning and Student Achievement.</p> | <p>5. LEADERSHIP:
Developing School and District Leadership at All Levels to Continuously Improve Student Learning.</p> | <p>6. TEACHING QUALITY:
Enhancing Quality Teaching for Student Learning.</p> | <p>7. TECHNOLOGY:
Leveraging Technology as a Resource for Professional Learning.</p> |
|--|--|---|--|--|---|---|



Registration Policies and Procedures

To register for the conference, please complete the Registration form. Registration forms may also be downloaded from the Learning Forward website at www.learningforward.org.

Fees for Sunday include materials, lunch, and program attendance. Fees for Monday and Tuesday include breakfasts, lunches, materials, and program attendance. Wednesday's fee includes brunch, materials, and program attendance.

If you are not a current Learning Forward, NEA, or AFT member, you must add a non-member fee or become a member. "Taste Test" Trial Memberships do not apply.

Early Registration Discount

If your registration is postmarked on or before April 30, 2012, you may deduct \$50 from a 3- or 4-day registration.

Cancellation Policy

Cancellations must be sent in writing to the Learning Forward Business Office by June 15, 2012 to receive a full refund. A 50% refund will be given to written requests received by July 1, 2012. A processing fee of \$50 will be deducted from all refunds. No refunds will be issued for cancellations received after July 1, 2012. Learning Forward reserves the right to process refunds after the conference concludes.

Confirmation

You will receive registration confirmation by e-mail. Session tickets, conference materials, and a nametag can be picked up at the conference. Please call the Learning Forward Business Office (800-727-7288) if you have NOT received confirmation within two weeks of registering. Your registration won't be complete until you submit your session selection form. We will e-mail you the session form in February.

Registration Form

SECTION 1 must be filled out completely. Make sure we have your current e-mail address. Your Learning Forward membership number appears on the address labels of your Learning Forward publications. If you are not a current Learning Forward, NEA, or AFT member see section 3.

SECTION 2 - Select the fees for the day(s) you want to attend.

SECTION 3 - Renew your Learning Forward membership at special conference rates! If you are an NEA or AFT member, put your member number and you will receive a one-year Digital Membership at no charge. If you are not a Learning Forward, NEA, or AFT member, you must select and pay for a one-year membership or pay the non-member fee.

SECTION 4 - Fill in the amounts of discounts that apply. Only the presenter discount may be taken on 1-day registrations. Group discounts require a discount code. Call 800-727-7288 to see if you qualify and to obtain the code.

SECTION 5 - Your registration will not be entered until fees are received by check, Visa, MasterCard, or purchase order.

After January 31, 2012, please visit www.learningforward.org for the latest registration information. Online registration will be available in March.

SUMMER CONFERENCE HOTEL INFORMATION

July 22-25, 2012
Sheraton Denver Downtown Hotel
1550 Court Place
Denver, CO 80202
303-893-3333
1-800-325-3535

Conference Rates Available For:
July 17-26, 2012

Guest Room Rates:
\$184.00 + tax per night
for a single, double, triple, or quadruple.

A link to the conference hotel through Learning Forward's website will be available in February 2012.

Two ways to register

All registrations require payment for processing. Registrations will be accepted via mail or fax. If you register by fax, do not mail the registration form. If you mail the form, do not fax. This can cause duplicate charges!

QUESTIONS: Call 800-727-7288 or e-mail office@learningforward.org

Online registration will be available in March.

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

2. BY FAX:
513-523-0638



Early Registration Form

Learning Forward's 2012 Summer Conference
July 22-25, 2012 Denver, CO

1 REGISTRATION DATA:

Learning Forward Member # _____

First Name _____ Last Name _____
(for your nametag)

School Dist./Organization _____ Position _____

Address / Street _____

City / State / Province / Zip _____

Is this address: business home (All membership materials will be sent to this address)

Business Phone _____ Home Phone _____

E-mail _____
Please print your e-mail address legibly—your conference confirmation will be e-mailed to you.

Your membership number appears on your address label, or add a membership in . "Taste Test" trial memberships do not apply.

Please Check (✓)

- This is my first Learning Forward Summer Conference.
- I am willing to host a session(s) I am attending. Be eligible to win a free conference registration! Hosts will be contacted with details.
- I am willing to volunteer for 3 hours during the conference.
- Special diet required:
- _____
- _____
- _____

2 REGISTRATION FEES: Check (✓) each fee that applies and fill in amount

- 1-Day Preconference** **New Lower Price \$199** _____
Preconference Session Choice: _____
Sunday 7/22 includes lunch (No Early Bird Discount Applicable)
- 1-Day Regular Conference** (indicate day attending)..... **\$199** _____
 Monday 7/23, Tuesday 7/24, OR Wednesday 7/25
includes breakfast and lunch Mon. & Tues. and brunch Wednesday
(No Early Bird Discount Applicable)
- 3-Day Regular Conference** **\$429** _____
Monday 7/23, Tuesday 7/24, Wednesday 7/25
5 meals and Knowledge Café Reception included
- ★ **4-Day BEST DEAL** **New Lower Price \$579** _____
Preconference Session Choice: _____
Sunday 7/22 through Wednesday (a.m.) 7/25
6 meals and Knowledge Café Reception included

Subtotal \$ _____

4 DISCOUNTS: Check (✓) if applicable and fill in amount

- Deduct \$50 early bird discount - \$ _____
(on 3- or 4-Day registration only) if postmarked before April 30, 2012
- Presenters or current 2013/2014 Academy members - \$ _____
deduct \$50. Presenter Session # _____ or Academy Class _____
Presenters must register for days they are presenting
- Enter group discount code - \$ _____
(Phone 800-727-7288)
- I am with an LSA member school and entitled to a discount.
Indicate your discount amount here - \$ _____

Subtotal \$ _____

Conference fees include lunch on Sunday, breakfast and lunch on Monday and Tuesday, and brunch on Wednesday.

CANCELLATION POLICY: Cancellations must be sent in writing to the Learning Forward Business Office by June 15, 2012 to receive a full refund. A 50% refund will be given to written requests received by July 1, 2012. A processing fee of \$50 will be deducted from all refunds. No refunds will be issued for cancellations received after July 1, 2012. Learning Forward reserves the right to process refunds after the conference concludes.

3 SPECIAL CONFERENCE/INTRODUCTORY MEMBER OPTIONS AND RENEWAL PRICES

You may skip if you are a current Learning Forward member. All non-members **MUST** add the fee for **one** of the options below. These are one-year memberships. Go to www.learningforward.org/membership.pdf for a complete description of membership benefits.

I am an NEA AFT member number _____
NEA/AFT members will receive a free Digital Membership if not a current Learning Forward member

Check (✓)

- Digital Membership \$ 49 _____
- Standard Membership \$ 99 _____

Select two newsletters:

- Tools for Learning Schools The Learning System
 The Learning Principal The Leading Teacher

- Comprehensive Membership \$129 _____
- Organizational Membership \$279 _____
(OR)

- Non-member fee \$50 _____
- Membership Exemption Code \$0 _____

Subtotal \$ _____

5 TOTAL AND PAYMENT: Add and and subtract

Subtotal Registration \$ _____

Subtotal Membership \$ _____

Subtotal Discount - \$ _____

TOTAL \$ _____

Registration fees made payable to Learning Forward must accompany this form. Invoice(s) issued on purchase order(s) must be paid prior to the conference.

Fees are payable by:

- MasterCard Visa Check Purchase order (must accompany form)

Billing Address _____

Card No. _____

Exp. Date _____ 3-Digit Security Code _____

Signature _____

2 WAYS TO REGISTER:

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

Fax:
513-523-0638

Your registration won't be complete until you submit your session selection form. However, please indicate your preconference session choice in Section #2 above if you know which session you would like to attend. We will e-mail you the session selection form in February. **Questions? Phone...800-727-7288**