**Lead Presenter’s Information:**

|  |  |
| --- | --- |
| **First and Last Name** |  |
| **Organization (name and address)** |  |
| **School Name** |  |
| **Job Title** |  |
| **Work Address (include city, state & zip)** |  |
| **Preferred Email** |  |
| **Cell Phone** |  |
| **Speaker Bio**  (60-80 words) |  |

**Co-presenter’s Information:**

|  |  |
| --- | --- |
| **First and Last Name** |  |
| **Organization (name and address)** |  |
| **School Name** |  |
| **Job Title** |  |
| **Work Address (include city, state & zip)** |  |
| **Preferred Email** |  |
| **Cell Phone** |  |
| **Speaker Bio**  (60-80 words) |  |

**Session Information**

|  |  |
| --- | --- |
| **Title: (8 words or less)** |  |
| **Session Description:**  Write a 3-sentence description (no more than 70 words), using sentences that begin with active verbs, that distills what the session will cover and what attendees can expect to learn. This description will be used for the conference program and should address the objectives, content, and ways participants may use the information. |  |
| **Session Outcomes**:  List 3-4 intended outcomes that describe what participants will know, be able to do, and how they might apply the knowledge as a result of attending the session. | Participants will: |
| **Primary Alignment to the Standards:**  Select one  See following pages | * Equity Practices * Curriculum, Instruction, Assessment * Professional Expertise * Equity Drivers * Evidence * Learning Designs * Implementation * Equity Foundations * Culture of Collaborative Inquiry * Leadership * Resources |
| **Secondary Alignment to the Standards:**  Select one  See following pages | * Equity Practices * Curriculum, Instruction, Assessment * Professional Expertise * Equity Drivers * Evidence * Learning Designs * Implementation * Equity Foundations * Culture of Collaborative Inquiry * Leadership * Resources |
| **Session Topics:**  Select up to 3 topics bulleted on the last page | **1.**  **2.**  **3.** |
| **Session Length:** | 1-hour Sponsor Session on Tuesday, Dec. 9, 2025 |
| **Session Process:**  **TIME**: How much time for each part of your presentation?  **CONTENT**: What content will be addressed?  **PROCESS:** How will participants experience the content?  **TOOLS & RESOURCES:** Include tools and resources that will be provided.  (Do not exceed 200 words.) |  |
| **Research base:**  What best practices and whose research have informed your work?  Provide specific data (citations, annotations).  (Less than 100 words) |  |
| **Impact /Evidence:**  Which evidence type best describes the impact of this work? Choose 1 and describe the evidence and/or data that illustrates the impact this work has had in your school, district, or other setting. *Data can be quantitative, qualitative, formative and/or summative.*  (Do not exceed 500 words.) | * Evidence of Student Growth * Evidence of Teacher/Leader Growth * Evidence of Organization Change |
| **Intended Audience:**  Select up to 3 | * Classified Support Staff * District Level Professional Development Leaders * District Office Personnel (Directors/Consultants for Instruction, Technology, Curriculum, Human Resources, and Assessment) * Policy Makers and Community Stakeholders * Principals, Assistance Principals * School-based Professional Development Leaders/Instructional Coaches * Superintendents, Assistant Superintendents * Teacher Leaders/Mentors/Team Leaders * Technical Assistant Providers |
| **Content Level:**  To best meet the needs of attendees, please consider carefully the background and experience needed for full participation in your session.  Select one | * Foundational - Attendees have little to no prior knowledge or experience with the subject. * Intermediate - Attendees possess a solid understanding of foundational concepts and can connect ideas with occasional guidance. * Advanced - Attendees have a deep and comprehensive understanding of the subject matter, including the ability to innovate or create new approaches. |

**2024 Areas of Focus & Topics**

The **RIGOROUS CONTENT FOR EACH LEARNER** areas of focus describe the essential content of adult learning that leads to improved student outcomes.

**EQUITY PRACTICES**

**Guiding question:** How do educators skillfully integrate equity practices into teaching and learning and the range of interactions they have with students?

**Key concepts within this area of focus/standard:**

* Educators understand students' historical, cultural, and societal contexts.
* Educators embrace student assets through instruction.
* Educators foster relationships with students, families, and communities.

**CURRICULUM, INSTRUCTION & ASSESSMENT**

**Guiding question:** In what ways do educators identify and implement high-quality curriculum and instructional materials, assess student learning using a range of approaches, and adapt and adjust instruction, including the integration and use of technology?

**Key concepts within this area of focus/standard:**

* Educators prioritize high-quality curriculum and instructional materials for students.
* Educators assess student learning.
* Educators understand curriculum and implementation through instruction.

**PROFESSIONAL EXPERTISE**

**Guiding question:** How do educators strengthen their own expertise and understanding of their areas of responsibility no matter where they sit in the education system?

**Key concepts within this area of focus/standard:**

* Educators apply standards and research to their work.
* Educators develop the expertise essential to their roles.
* Educators prioritize coherence and alignment in their learning.

The **TRANSFORMATIONAL PROCESSES** areas of focus describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

**EQUITY DRIVERS**

**Guiding question:** How do educators address equity concerns within their individual and collaborative learning?

**Key concepts within this area of focus/standard:**

* Educators prioritize equity in professional learning practices.
* Educators identify and address their own biases and beliefs.
* Educators collaborate with diverse colleagues.

**EVIDENCE**

**Guiding question:** In what ways do data and evidence inform professional learning and its evaluation?

**Key concepts within this area of focus/standard:**

* Educators create expectations and build capacity for the use of evidence.
* Educators leverage evidence, data, and research from multiple sources to plan educator learning.
* Educators measure and report the impact of professional learning.

**LEARNING DESIGNS**

**Guiding question:** How do educators design professional learning to meet learner goals and address a range of learner experiences and contexts?

**Key concepts within this area of focus/standard:**

* Educators set relevant and contextualized learning goals.
* Educators ground their work in research and theories about learning.
* Educators implement evidence-based learning designs.

**IMPLEMENTATION**

**Guiding question:** In what ways do educators support learners to enter and sustain effective learning for maximum impact?

**Key concepts within this area of focus/standard:**

* Educators understand and apply research on change management.
* Educators engage in feedback processes.
* Educators implement and sustain professional learning.

The **CONDITIONS FOR SUCCESS** areas of focus describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

**EQUITY FOUNDATIONS**

**Guiding question:** How do educators contribute to learning contexts and systems that prioritize equity as foundational to learning for each learner?

**Key concepts within this area of focus/standard:**

* Educators establish expectations for equity.
* Educators create structures to ensure equitable access to learning.
* Educators sustain a culture of support for all staff.

**CULTURE OF COLLABORATIVE INQUIRY**

**Guiding question:** In what ways do educators create and sustain collaborative learning and collective responsibility as the norm for their daily work?

**Key concepts within this area of focus/standard:**

* Educators engage in continuous improvement.
* Educators build collaboration skills and capacity.
* Educators share responsibility for improving learning for all students.

**LEADERSHIP**

**Guiding question:** How do educators lead professional learning in ways that support and sustain learning practices, systems, and cultures?

**Key concepts within this area of focus/standard:**

* Educators establish a compelling and inclusive vision for professional learning.
* Educators sustain a coherent support to build educator capacity.
* Educators advocate for professional learning by sharing the importance and evidence of impact of professional learning.

**RESOURCES**

**Guiding question:** How do educators use resources to establish and support high-quality professional learning that results in success for each educator and student?

**Key concepts within this area of focus/standard:**

* Educators allocate resources for professional learning.
* Educators prioritize equity in their resource decisions.
* Educators monitor the use and impact of resource investment.

**2025 Topics - Select up to 3 topics bulleted below that will be addressed in your session.**

#### Comprehensive System Improvement/Reform

* Change Theory/Management
* Community/Family Engagement
* Creating a shared PL vision
* Educator recruitment
* Educator retention
* Partnerships
* Professional learning policies
* Rural Issues and Settings
* School and system reform
* Teacher Choice/Teacher Driven Professional Learning
* Transforming School Culture and Climate
* Urban Issues and Settings

#### Content Instruction

* Brain science/science of learning
* Classroom Management/Classroom Support
* Curriculum-based professional learning
* Literacy
* Mathematics
* Science

#### Differentiated Learning

* Design Thinking/Human-Centered Design
* Personalized learning
* UDL - Universal Design for Learning

#### Equity

* Culturally Responsive Pedagogy
* Embracing Aspects of Student Identity
* English learners / linguistic diversity / multilingual learners
* Equitable access
* Racial Equity
* Unconscious/Implicit Bias

#### Leadership

* Advocacy for professional learning
* Distributed/Shared Leadership
* Instructional Leadership and Supervision
* Leadership Coaching
* Leadership Pathways & Pipelines
* Teacher Leadership

#### Perspectives and Findings

* International Perspectives
* Professional Learning Research Study

#### Professional Learning Structures

* Continuous Improvement Cycles
* Facilitation
* Feedback and Observations
* Induction and Mentoring
* Instructional Coaching
* Learning Networks
* Professional Learning Communities (PLCs)

#### Technology and Professional Learning

* AI - Artificial Intelligence and professional learning
* Blended and online models of Professional Learning
* Technology for Professional Learning
* Technology to Enhance Student Learning

#### Understanding Assessment, Evaluation and Impact

* Assessment
* Data collection
* Data-Driven Decision Making
* Efficacy (Teacher/Leader, Collective, Self)
* Measuring the Return on Investment
* Practical measures

#### Wellbeing

* Educator wellbeing
* Managing conflict
* Social Emotional Learning/Health (SEL/SEH)
* Student or teacher voice/agency
* Trauma-Informed Practice

#### Other

* Other