Join New Teacher Center for our 21st Annual Symposium. It’s time we CONVERGE: RISING TOGETHER FOR STUDENT SUCCESS by delivering best-in-class professional development programs for teachers and school leaders nationwide to ensure every student has an equitable, quality education from highly engaged teachers and school leaders who are invested in their students’ success.

**SCHEDULE AT A GLANCE**

**SUNDAY, FEBRUARY 10, 2019**
- 7:30–9:00 am  Registration & Breakfast
- 9:00 am–3:00 pm  Pre-Conference Workshops
- 3:00–5:00 pm  Early Symposium Registration

**MONDAY, FEBRUARY 11, 2019**
- 7:00–8:00 am  Registration & Breakfast
- 8:00–9:00 am  Welcome & Keynote Speaker  
  **Desmond Blackburn**
- 9:15–10:45 am  Track A
- 11:00 am–12:30 pm  Track B
- 12:45–2:30 pm  Lunch & Keynote Speaker  
  **Ron Clark**
- 2:45–4:15 pm  Track C
- 4:30–6:30 pm  Reception & Networking

**TUESDAY, FEBRUARY 12, 2019**
- 7:00–8:00 am  Registration & Breakfast
- 8:00–9:15 am  General Session & Keynote Speaker  
  **TBA**
- 9:30–11:00 am  Track D
- 11:15 am–12:45 pm  Track E
- 1:00–2:30 pm  Lunch & Keynote Speaker  
  **Nikole Hannah-Jones**

**EVENT TRACKS**

**TEACHER EFFECTIVENESS = STUDENT SUCCESS:**  
**PROFESSIONAL GROWTH THAT ADVANCES STUDENT LEARNING**
- Professional Growth
- Mentoring
- Coaching

**EDUCATING GENERATIONS Z AND ALPHA**
- Early Learning
- Learner Variability
- Personalized Learning

**INSTRUCTION BEYOND THE CLASSROOM: ALIGNING THE VISION SCHOOL-WIDE**
- Instructional and School Leadership
- School Culture
- Optimal Learning Environments

**EQUITY VS. EQUALITY**
- Social & Emotional Learning
- Social Justice
- Policy

Register online at newteachercenter.org  
Register and pay on or before December 19, 2018 and save
1 How People of Color Can Use Racial Affinity Based Professional Development for Transformation
Micia Mosely, Ph.D., Director, The Black Teacher Project
In order to have the change we want to see in schools we must understand and address issues of racial inequity in three ways: alone, in affinity groups, and across difference. This session is a racial affinity space for educators of color to gain a theoretical and practical understanding of how professional development can help them work toward individual and institutional transformation. Participants will learn how to design these spaces and identify high leverage content will lead to the transformation they seek.
This session is particularly designed for educators of color as an affinity-group space.

2 Attaining New Heights in Instructional Coaching and Teacher Induction
Aimee Ballans, Milissa McClaire Gary, Tammy Phuong, and Clarissa Williams, Senior Program Consultants, New Teacher Center
Strong teacher induction and instructional coaching programs engage in cycles of continuous improvement. This interactive session will share a process of program formative assessment based upon key components of New Teacher Center’s (NTC) models for induction and instructional coaching. NTC leaders will engage participants in a variety of protocols to examine, analyze, and assess their local induction and instructional coaching program practices. Strategies for identifying and collecting data on a program’s impact on teacher retention and effectiveness and student learning will also be explored.

3 Confronting Impostor Syndrome Through Emotional Intelligence and Culturally Responsive Practices
Dena Simmons, Ed.D., Assistant Director, Yale Center for Emotional Intelligence
Too often, young people, specifically the most marginalized, go to schools that prioritize experiences, histories, and stories other than their own, breeding an impostor syndrome. For students to thrive, they must feel seen and safe to be who they are. As a result, leadership, instruction, and assessment must foster psychological and emotional safety through emotional intelligence and culturally responsive pedagogy as a way to tackle this syndrome. During this session, participants will explore impostor syndrome, stereotype threat, the five key skills of emotional intelligence, and culturally relevant practices.

4 Evidence of Effective Mentoring/Coaching Programs: Impact Planning 101
Karen Cornetto, Senior Director of Analytics, Abe Kline, Senior Analyst, Ali Picucci, Chief of Impact and Learning, Lisa Schmitt, Director of Analytics, New Teacher Center
In this session, New Teacher Center (NTC) staff will lead participants through an impact planning process that includes defining key stakeholders, identifying learning questions, mapping data sources and analyses with questions, and arraying data to convey compelling evidence of program impact. Participants should come to the session with a knowledge of what data their programs have available. Some examples might include, teacher observations, surveys, analyses of student work, student learning data, and interaction data. Participants will have the opportunity to work with NTC staff on drafting a plan to take back to their district and implement.

5 Executive Function and Metacognitive Awareness: Strategies for Success
Michael Greschler, M.Ed., Director, SMARTS Executive Function Program
When teachers have the tools to effectively address the expectations placed on students, their students are better able to advance from grade to grade. Executive function (including planning, prioritizing, and self-regulation) and metacognition (self-awareness and understanding of thinking) provide teachers these tools. Explore practical classroom approaches that integrate executive function and self-understanding into day to day academic tasks. The workshop will include lesson plans, strategy worksheets, handouts, and other materials that help teachers meet the expectations and abilities of a wide age range of students.
A Whole-School Approach for Accelerating the Effectiveness of New Teachers

James O’Meara, Dean, Texas A&M International University

Research shows that robust mentoring/induction programs improve new teacher performance. How can school leaders, mentors, instructional coaches, and mentees play an active role in accelerating and sustaining the effectiveness of new teachers beyond their induction program? Participants complete a Theory of Change Map to increase alignment between school improvement priorities, mentee support, instructional coaching, and mentee professional learning. This activity challenges participants to clarify and document how to integrate the perspectives of key stakeholders when allocating support and designing professional learning opportunities.

Teacher Effectiveness = Student Success

Educating Generations Z and Alpha

Engage Them, Don’t Cage Them: Actively Engaging Struggling Learners

Katie Anderson and Grace Dearborn, Instructional Coaches and Consultants, Conscious Teaching, LLC

How can new teachers improve their pacing and better engage their most reluctant learners? Participants will learn simple, practical strategies that new teachers can use to break up their instruction and actively engage their students. Explore ways to increase student participation in class discussions, without humiliation or confrontation. Learn how current brain research supports these techniques, how they were incorporated into induction in Wake County Schools, and how they improved new teacher performance and satisfaction.

Educating Generations Z and Alpha

Teacher Effectiveness = Student Success
**4A FEATURED SPEAKER**

Lybroan James attended UCLA where he earned a Bachelor of Science degree in Mathematics/Economics and a Master of Education from Harvard University’s Graduate School of Education. Having taught for fifteen years, Mr. James saw the inequities in educational opportunities which ignited his passion to support the most underserved, disenfranchised group in public schools—young students of color. Mr. James designs and presents curricula and trains teachers on how to effectively instruct students of color. His company STEMulate Learning addresses common core state standards (with an emphasis on STEM) and issues of equity, cultural competence and student engagement.

**Equity in Education: Hindsight 2020**

In this session, participants will discuss equity in education through a new lens—through the eyes and experiences of the most disenfranchised students we strive to serve. Suspending traditional research methods and prescribed best practices, this session will unpack Lybroan’s equity journey “from the hood to Harvard.” The presenter will also engage participants in the Black Box Technique, an exercise to create an equitable school system by the year 2040. Participants will share their Black Box stories and develop a new lens for creating equitable learning outcomes for the students they serve.

Equality vs. Equity

**6A**

**Eye on Equity: Classroom Observation and Planning for Equitable Outcomes**

Aimee Ballans, Senior Program Consultant and Miriam Everett, Associate Program Consultant, New Teacher Center

This session tackles two big questions to move from a dialogue about equity to mobilize efforts to achieve equity: how can observing and planning instruction with an equity lens improve learning experiences for ALL learners? What are indicators of an equitable learning environment? In exploring these questions, participants engage in discussion with colleagues around identifying equitable practices in today’s teaching environments. Participants leave equipped with strategies and knowledge, language, and tools that support their ability to identify and develop equitable practices across classrooms.

Equality vs. Equity

**7A**

**Coaching as a Way of Being and Leading**

Laura Hernandez-Flores, Senior Director, Strategic Program Development and David Herrera, Senior Director, School Leadership, New Teacher Center

What happens when coaching goes from an individualized development strategy to a way of being? In this environment, the school leader is head coach and responsible for a coherent system of coaching across the building. Explore strategies to create a coaching culture with deliberate developmental practices and continuous improvement for administrators, teacher leaders, instructional leadership, and mentors. Leave with a framework to create a culture of coordination and change management.

Instruction Beyond the Classroom

**5A**

**Professional Learning on the Go: The Power of Podcasts**

Danielle Brown, Professional Learning Director and Angelia Ebner, Associate Director of Programs, Arizona K12 Center

Professional learning is an important aspect of the education profession. When teachers learn, students are impacted by their knowledge. This session focuses on how Arizona K12 Center meets the needs of busy professionals through podcasts that encourage learning on-the-go and on-demand. Join the Arizona K12 Center team and practice using a podcast to support personalized professional learning.

Teacher Effectiveness = Student Success

**8A**

**Cognitive Bias and Social-Emotional Competence: Impact on Equity**

Fredrica Nash, Education Consultant; Catherine Hart, Instructional Coach, Research Triangle Institute, International

Building equity in schools requires educators at every level to recognize the explicit role that cognitive bias and social-emotional competence have to provide all children high-quality educational experiences. This interactive session explores that role, and participants consider how to build and support equitable learning environments for all students.

Equality vs. Equity
Thinking Differently: Reframing Learning for a New Generation

David Flink, Chief Executive Officer, Eye to Eye

What does it mean to be a “different thinker?” Where can the full potential of our community be found? What changes can be made to ensure every learner is recognized? Through the Learner Disabilities (LD)/Attention Deficit Hyperactivity Disorder (ADHD) journey, attendees will learn about the power of mentoring in the lives of different thinkers. At the core is a message of personal empowerment, academic success, and educational revolution for people who think differently.

Instruction Beyond the Classroom

Creating Optimal Learning Environments with Learning Teams

Rachel Haynes, Literacy Coach and Kate Martin, Program Lead, Baltimore City Literacy Program; Michelle Robellard, Program Consultant, New Teacher Center

Baltimore City Public Schools has established a focus on three key areas to support student learning and development: student wholeness, literacy, and leadership. The work is grounded on the premise that an effective learning environment is characterized through effective social, emotional, and academic factors co-constructed by teachers and students. This session unpacks the domains of an Optimal Learning Environment through case studies and experiences in elementary and secondary settings in Baltimore City Public Schools. Participants will reflect, collaborate, and plan next steps.

Teacher Effectiveness = Student Success

11B

Elevating Family Voices in Education

Marielys Garcia, Director of School Engagement and Partnerships, PAVE (Parents Amplifying Voices in Education)

When families are engaged in education, and schools are able to build a network to support students, research shows classrooms are more effective. This session provides teacher leaders with tools to inform and engage families, promote parent power through organizing, and build parent leaders as advocates to promote education equity and success. Participants garner ways to create and leverage relationships with families to drive student success, as well as tools that they can pass on to individual educators.

Equality vs. Equity

12B

Explore “Building Resilience” Through an Innovative Digital Professional Development Platform

Etlen Greig, Senior Director, Products and Curriculum and Lisa Peloquin, Instructional Designer, Early Learning, New Teacher Center; Melissa Pelochino, Director of Professional Development, Nearpod

New Teacher Center and Nearpod partner to create the gold standard for teacher professional learning. Teachers have made it clear they learn best with and from their peers with access to high quality content and learning environments. To build resilient classrooms, we must start with resilient teachers. This session explores three brain states and the implication on relationships. Engage with the Nearpod platform to learn actionable strategies that promote positive relationships and resilience.

Equality vs. Equity

13B

Walking the Talk: Employing Transformative Coach Inquiry Cycles

Becky Gardemann, Lead Induction Coach and Kimberly Owen, Regional Administrator, Grant Wood Area Education Agency

Every student deserves a highly effective teacher and every teacher deserves a highly effective mentor/coach to develop their practice and agency. But what about support for mentors/coaches? Learn how one successful teacher leadership program is transforming the way it develops mentor/coach practice and agency by providing the same level of impactful support that teachers receive. Participants explore Coach Inquiry Cycle tools and strategies grounded in the New Teacher Center Mentor/Instructional Coach Standards that can be immediately implemented within their own programs.

Instruction Beyond the Classroom

14B

Coaching for Learner Variability: Lessons from the Field

Sharon Grady, Senior Director Learning Variability, Jenny Morgan, Vice President of Product Development, and Lisa Schmitt, Director of Analytics, New Teacher Center; Jennifer Hamos-Miller, Induction Coach, Grant Wood Area Education Agency

How do you coach so that the variability of learners is understood, welcomed, and addressed in every classroom? Hear concrete lessons about the coaching practices that best support teaching and student engagement in an optimal learning environment. Collaborate with colleagues and plan to implement high-leverage practices such as developing learner agency and providing feedback that meet the diverse needs of every student.

Educating Generation Z and Alpha
15B Ensuring Equity in Today's Classrooms: How Bias Impacts Student Outcomes
Kamie Cowan, Memphis Resident Coach, Alder Graduate School of Education and L. Sha Fanion, Director of Teacher Residency, Aspire Public Schools
Implicit bias in educational environments, especially in today’s P–12 classrooms, can negatively impact student outcomes. However, this impact can diminish when educators reflect on their own biases and how these biases affect their beliefs and actions with students. Participants reflect on their personal implicit and explicit biases to ensure equity in all classrooms so that all students’ needs are reflected upon, planned for, and met with purpose and fidelity. Participants will receive tools to extend this critical work with others when they return to their schools.

Equality vs. Equity

16B FEATURED SPEAKER
Jennifer Abrams is a former high school English teacher and a new teacher coach, and is currently a communications consultant for publications including: Having Hard Conversations, The Multigenerational Workplace: Communicate, Collaborate & Create Community and Hard Conversations Unpacked—the Whos, Whens and What Ifs. Her upcoming book, out in March of 2018 is titled Swimming in the Deep End: 4 Leadership Skills for Educational Leaders, No Matter Your Role. Jennifer was named one of the “18 Women All K–12 Educators Should Know,” featured in the blog ‘Finding Common Ground’ from Education Week. More about Jennifer’s work can be found at her website, www.jenniferabrams.com, and she can also be found on Twitter @jenniferabrams.

Swimming in the Deep End:
Building Capacity in Aspiring Leaders
No matter what role individuals play in a school or district, there’s a desire to make a difference and to do so, there’s a need for new leaders to build a skill set of effective initiative rollout capabilities, ‘resistance management’ communication strategies, and for the sake of health, to build ‘stress tolerance.’ This session will provide support, a laugh, and some cognitive, social and psychological resources to help communicate more effectively, confidently and collaboratively, no matter the role.

Instruction Beyond the Classroom/Teacher Effectiveness = Student Success

17B Learnings from the Field: Update on Federal Grant Implementation
Laura Baker, Vice President, Strategic Program Implementation and Ali Picucci, Chief of Impact and Learning, New Teacher Center
Seven years of federal grants have allowed NTC to work closely with district partners to understand what works where and why, in ways that could not be done without this additional support. NTC’s recent Scale Up grant is testing the impact of new teacher coaching across a variety of contexts including using coaches who are centrally deployed and coaches who are school-based, often also responsible for classroom teaching. Presenters will share what NTC is learning about key levers for improving practice and learning.

Teacher Effectiveness = Student Success

18B Supporting Diverse Experiences and Perspectives Through a Blended Approach to New Teacher Orientation
Kathleen Attilio and Holly Johnston, 21st Century Specialists, Mentor/Advisors, and Alanna Eimers, 21st Century Specialist, Mentoring Program Lead, Dysart Unified School District
On average, nearly 16% of teachers in the United States leave each year for another position or different career. This leaves districts with the task of effectively onboarding new hires with a diverse range of knowledge and experience. Dysart Unified School District representatives present their district’s solution to meeting the needs of their ever-changing new teacher population through the New Teacher Orientation induction program, including the resources used and how to apply these lessons to other roles.

Educating Generations Z and Alpha
Interrupting Inequities Through Coaching Conversations

Jennifer Schnupp and Joyce Smith, Associate Program Consultants, New Teacher Center

Mentors and coaches can play a crucial role in dismantling the systemic inequities that limit students from reaching or exceeding their full potential. In this session, participants learn to leverage coaching conversations to optimize the learning environment and experience for all students and the teachers who serve them. Participants can actively engage in identifying potential inequities by examining teachers’ thoughts and actions, as well as learn and apply concrete strategies to address and repair inequities relevant to their own contexts.

Equality vs. Equity

The Observation Cycle: A Self-Reflective Tool for New Teacher Development

Cheryl Lynette Pinckney, i3 Lead Mentor and Kristin Trompeter, Instructional Supervisor, Miami-Dade County Public Schools

How can new teachers obtain objective data that reflects their daily standards-based instructional practices and evaluate its impact on their students? This session explores how observation cycles provide personalized, job-embedded professional development data that positively impacts new teacher instructional practice and student learner progress. Participants use video to explore how to incorporate these benefits into their work.

Teacher Effectiveness = Student Success

12:45–2:30 pm  LUNCH & KEYNOTE SPEAKER  RON CLARK

THE KEYS TO NEW TEACHER SURVIVAL!
HOW TO MOVE YOUR BUS AND HELP EVERY CHILD ACHIEVE SUCCESS!

Ron Clark is an American educator who has dedicated his career to serve disadvantaged students in rural North Carolina and New York City. Ron was named the 2000 Disney American Teacher of the Year for his dedication and unique approach to teaching high-needs students in Harlem. This unique teaching style is reflected in his New York Times Best Selling book, The Essential 55, which includes his 55 expectations of students as well as individuals—young and old.

In 2006, Ron Clark founded The Ron Clark Academy, an inner-city school serving students grades 5–8 from across metro Atlanta. The privately-funded institution is unique for its innovative teaching methods and curriculum based on worldwide travel. The Academy serves as a model for teachers and administrators from around who observe the innovative and “out-of-the-box” methods for achieving student success.
21C
Leveraging Data to Drive Continuous Improvement and Inform Targeted Interventions in Instructional Coaching Programs: Learnings from the Field
Patrick Dougherty, Associate Director, Analytics and Michelle Robellard, Program Consultant, New Teacher Center
This session emphasizes strategies for system change, developing professional learning communities, and supporting teachers through instructional coaching. Participants gain clear strategies to deepen both program implementation and impact in their contexts, as well as ideas to strengthen their use of data to drive sustainability, inform adjustments and new design, and inform key stakeholders.
Teacher Effectiveness = Student Success

22C
Coaching for Racial Equity
Swaicha Chanduri and Kelly Reimer, Peer Mentors, and Sarah Twiest, i3 Program Lead, San Francisco Unified School District; Emily Grossberg, Senior Program Consultant, New Teacher Center
Helping coaches support new teachers cultivate an equity mindset, implement culturally responsive pedagogy, and form learning partnerships with their students is critical to student success. Learn about San Francisco Unified School District’s journey to implement a new induction program with a commitment to racial equity. Participants receive resources to help coaches and mentors examine their own practice to build and sustain an equity mentoring culture.
Equality vs. Equity

23C
Increasing Understanding of Cultural Competency
Angela Brown, Director and Myrlaine Salter, Supervisor, Broward County Public Schools
As schools become more racially and ethnically diverse, educators need professional learning opportunities that increase their cultural competence to ensure all students succeed. Increasing educators’ cultural competence helps educators gain awareness of their own cultural biases while simultaneously learning the varying cultural and community norms of their students and their families. Participants learn how Broward County Public Schools has successfully piloted professional learning opportunities as part of a Cultural Competency Initiative. Cultural competency professional learning opportunities support teachers, coaches, and administrators to provide equitable learning experiences for all students.
Teacher Effectiveness = Student Success

24C
Networks as a System Level Improvement Strategy
Bobby Dillard, Director and Adam Parrott-Sheffer, Senior Advisor, School Leadership, New Teacher Center
How do you leverage collaboration across schools when there are legitimate barriers like time, distance, and local needs? This session provides a framework developed through New Teacher Center (NTC) field tests for launching and engaging school leader networks. Participants explore tools to use networks to build leader capacity, support implementation of school improvement processes, and enhance network improvement efforts through technology.
Instruction Beyond the Classroom

25C
FEATURED SPEAKER
David Johns is passionate about ensuring that children, youth and young adults thrive. His passion is informed by his experience as an elementary school educator. He is also known for his passion, public policy acumen, and fierce advocacy for youth. He is an enthusiast about equity—leveraging his time to address the needs of individuals and communities often neglected. In 2013, Johns was appointed as the first executive director of the White House Initiative on Educational Excellence for African Americans (Initiative) by President Barack H. Obama and served until the last day of the Obama Administration. On September 1, 2017, David Johns began his next life chapter as the executive director of the National Black Justice Coalition (NBJC)—a civil rights organization dedicated to the empowerment of Black lesbian, gay, bisexual, transgender and queer (LGBTQ) people, including people living with HIV/AIDS. He is also pursuing a Ph.D. in sociology and education policy at Teachers College, Columbia University.
Listen to the Babies: The Role of Cultural Responsiveness and Humility in Education
This session is designed to challenge attendees to think about how their own practice is aligned with the responsibility educators have to ensure that all children thrive, especially those students most neglected and ignored as a result of socially constructed identities and the politics surrounding them in context (read: classrooms and schools). The session will explore the impact of anti-Blackness, racism, and homophobia in public schools and share best practices learned as a consumer of public educator, a public school teacher and university professor, and during David Johns’ time in the White House.
Educating Generations Z and Alpha
26c Equity in Early Learning
Rebecca Kimport, Director of Data Accountability and Natasha Parrilla, Director of Early Learning Initiatives, AppleTree Institute For Education Innovation
What does equity in early learning look like in your district or institution? This session identifies five key areas of equity in early childhood education through an analysis of current research and high-impact strategies. Discussions include recruitment, workforce development, social and emotional instruction, curriculum, and data analysis. Active dialogue encourages participants to talk about inequities and bias on many levels, and how to return to their communities with the tools to initiate change within their individual contexts.

Equality vs. Equity

27c Growing the Physical Education Teacher Leaders: The Uniquely Singapore Way
Fazlin Jaya Indra, Senior Academy Officer and Hanif Abdul Rahman, Principal Master Teacher, PE & Sports Teacher Academy, Ministry of Education
How can teachers fully benefit from Professional Development (PD)? This session explores a uniquely continual, active and collaborative PD process employed by the Singapore Ministry of Education’s Physical Education & Sports Teacher Academy that anchors learning from, with, and behalf of others through reciprocal coaching and mentoring within a network of teacher leaders. Participants learn to apply this PD approach to school- and district-based mentors.

Instruction Beyond the Classroom

28c Shifting Mindsets Through the Optimal Learning Environment Framework
Lisa Mount, Senior Director, Product Development and Tammy Phuong, Senior Program Consultant, New Teacher Center
New Teacher Center’s Optimal Learning Environment Framework (OLE) provides a powerful vision of the environment every child needs to succeed as a learner. In this session, participants will explore using the OLE as a resource that shifts mindsets and provides entry points, as well as examine some of the key characteristics, why they matter, what they look and sound like, and how they connect, through the lens of coaches’ various contexts.

Teacher Effectiveness = Student Success

29c Addressing Learner Variability Using the Universal Design for Learning (UDL) Framework
LaShondra D. Jackson, Program Specialist Team Lead and Shawna Lynnette Punch, Professional Training Specialist, Office of Special Education Services, Houston Independent School District
Teachers need adequate resources to meet the diverse needs of all learners in the classroom. The Universal Design for Learning (UDL) Framework guides educators in designing lessons that are accessible, limit barriers, and support creative learning experiences to engage learners and deepen understanding. These principles provide options for student engagement and demonstration of knowledge and skills, as well as instructional delivery. Participants learn how the UDL Framework helps educators address learner variability.

Educating Generations Z and Alpha

30c Mentors as Teacher Leaders: Impacting Students Outside Your Classroom
DeEdra Farley, Program Consultant, New Teacher Center and Kristin Trompeter, Instructional Supervisor, Miami-Dade County Public Schools
To impact student learning, job-embedded professional development must continuously grow teachers. But how can schools provide opportunities for experienced teachers to continue to grow in their instructional practice while building leadership capacity? This session explores how infiel coaching builds leadership capacity and how peer mentorship fosters a growth mindset. Participants explore infiel coaching as a site-specific, job-embedded professional development strategy that builds leadership capacity within a school.

Teacher Effectiveness = Student Success
31D FEATURED SPEAKER

Pete Hall is a former principal and an award-winning author of six books, including Creating a Culture of Reflective Practice: Capacity-building for schoolwide success (ASCD, 2017). Pete holds a National Principal Mentor Certificate from the National Association of Elementary School Principals (NAESP) and serves as a mentor for NAESP Peer Assisted Leadership Services (PALS) mentoring program. An independent consultant, he provides engaging and impactful professional development experiences to educators and professionals worldwide.

Eyes on the Prize: Using a Clear Vision to Accomplish any Goal
Continuous improvement is an admirable ambition, to be sure. In order to achieve growth, there must be clarity regarding the goal. What, exactly is it we are trying to accomplish? What is our compelling vision for the future? How do we garner support and commitment from all our stakeholders? How can we get everyone to row the boat in unison as we pursue that common target? Join Pete Hall, author of The Principal Influence and Lead On: Motivational Lessons for School Leaders, as participants explore the approaches that answer those questions.

Instruction Beyond the Classroom

32D Exploring Pre-Service Pathways to Effective Teaching Through University Partnership

Lori Bird, Program Consultant and Milissa McClaire Gary, Senior Program Consultant, New Teacher Center

New teachers are often overwhelmed with the responsibilities and demands of their first years. Instructional mentoring at the pre-service level accelerates success in these early years. When pre-service teachers are prepared for classroom field experiences, they are better able to navigate the learning curve. This session explores New Teacher Center’s partnership with Minnesota State University, Mankato as a case study—and provides frameworks that can be applied to the pre-service context, cultivate the dispositions of effective educators, and put them on the trajectory to success.

Teacher Effectiveness = Student Success

33D Mentoring for the Whole Child

Jessica Jaeger, Teacher Mentor and Rachel Maleski, New Teacher Mentor, Tucson Unified School District

Successful teachers embed social and emotional learning techniques into their practice to reach and teach the whole child. What might this look like for beginning teachers? How can mentoring integrate a Social and Emotional Learning (SEL) lens? Explore ways in which social and emotional learning techniques positively impact the mentoring process by understanding the research behind SEL. Participants learn ways mentors and coaches can intentionally implement SEL skills into their practice.

Equality vs. Equity
34d
School-Based Instructional Mentors/Coaches: A Strategy to Maximize Teacher Leadership and Build School Professional Cultures
Aimee Ballans and Shira Katz, Senior Program Consultants and DeEdra Farley, Program Consultant, New Teacher Center

Districts across the country have realized the potential of moving to a school-based mentor and/or coach model. Through this approach, each school identifies mentor(s)/coach(es) from their staff to support teachers using rigorous instructional coaching methodologies. This session explores the benefits and challenges of this model, showcasing resources from various districts to help participants consider how to best leverage teacher-leadership at the building-level in support of new teachers and the students they teach. Participants gain concrete ideas about how to build out school-level teacher leadership in their own districts.

Teacher Effectiveness = Student Success

35d
Developing Elementary School Leaders to Effectively Support Early Learning
Betsy Fox, Director, Early Learning Partnerships, New Teacher Center; Larrisa Wilkinson, Director of Professional Learning and Program Innovation, Pre-K 4 San Antonio, City of San Antonio

Many elementary leaders have little to no experience teaching young children. Participants in this session learn how New Teacher Center supports elementary school and district leaders to understand early learning pedagogy and best practices to accelerate teacher development and ensure high quality.

Educating Generations Z and Alpha

36d
Understood for Educators: Enabling Teachers with On-Demand Supports for Diverse Learners
Robert Cunningham, Senior Advisor, Understood and Lindsay Kruse, Vice President, PreK–12 Education Initiatives, National Center for Learning Disabilities

Understood.org brings together learning and attention issues experts and educators to lead interactive demonstrations and discussions of tools that teachers can use to support students with learning and attention issues. Participants discover strategies and practical tips to support students who struggle with issues such as reading, math, writing, focus, and organization. Learn the different tools from Understood.org and how coaches and mentors can support teachers to use similar tools in their classrooms.

Teacher Effectiveness = Student Success

37d
School Leader and Teacher Leader Collaboration for Greater Impact
Melissa Ihde, Associate Program Consultant, Michelle Robellard, Program Consultant, and Shirin Olivencia, Senior Program Consultant, New Teacher Center

As school districts create systems of support for teachers, many districts have come to realize the importance of school-level instructional leadership collaboration. This session explores various methods of collaboration between teacher leaders, coaches, mentors, and principals. Explore the benefits of aligned teaching supports and their impact on student learning. Participants gain concrete ideas about how to build collaboration and communication structures.

Instruction Beyond the Classroom

38d
Improving Principal Efficacy Through Collaborative School Visits
Veda Hudge, Director of Service Quality and Ted Toomer, Director of Leadership Development, Broward County Public Schools

Broward County’s Office of School Performance and Accountability and the Office of Academics teamed up to provide Collaborative School Visits—professional learning for site-based and district-based administrators. The collaboration between school-based and central office staff creates the opportunity to provide real time feedback and “on-the-spot” discussions leading to teacher and student improvement. Additionally, the principal supervisor has an opportunity to observe and provide feedback to the principal as they “coach” the school-based instructional coaches during the classroom walkthrough cycle. Join this session to learn more about Collaborative School Visits.

Teacher Effectiveness = Student Success
39d Professional Development Cycles and Their Impact on Teaching and Learning
Miriam Everett, Associate Program Consultant and Stephanie Fields, Program Consultant, New Teacher Center

In this interactive foundational session, participants will have the opportunity to learn about the cycle of mentor and coach development, and the impact on teaching and learning. Participants will explore how the connections between Professional Learning, Forums, and In-field Coaching provide strategic support that enhances and accelerates teacher effectiveness. Participants will examine how data collected through each stage of the cycle informs future learning, and how this cycle supports a continuous improvement model for mentoring and coaching programs.

Instruction Beyond the Classroom

40d GenZ Beyond the Classroom: Inspiring College/Career Exploration Through Video
Lily Ornelas, Program Development Manager, Strategy and Innovation, American Student Assistance

Far too many students today drop out of high school, fail to enroll in a higher education program, or are unable to complete their post-secondary degree or credentials. What role can educators play to prepare students to avoid the financial hardship and misalignment between education and career choices? The path to discovery cannot be limited to classroom nor the burden placed on the shoulders of teachers. In this session, participants learn how a mobile-first experience can transform “college/career” planning to better help middle schoolers uncover and explore their passions.

Educating Generations Z and Alpha

41E School Administrators and Instructional Coaches Partner for Success
Heather Henderson, Literacy Coach and Bethany Smith, Academic Coach, Southwestern Middle School; Jacquese Slocum, Principal and Wafa Picciolo, Instructional Program Lead, Volusia County Schools

Everyone deserves an instructional coach. What moves a school forward, however, is a collaborative partnership between school administrators and coaches. In this session, attendees meet a dynamic school administrator and an instructional coach from Volusia County Schools, Florida who united under their schools’ vision to support teachers, build collective efficacy, and maximize student learning. Participants learn the role of partnerships and strategies to strengthen this partnership within their own educational setting.

Teacher Effectiveness = Student Success

42E Aligning Vision and Practice for Impact in the Bronx: How a Focus on New Teacher Development and School Culture Lifts Teacher Practice and Student Learning
Thandi Center, Senior Director, New York City, New Teacher Center; Lisa Hertzog, Executive Director, New York City Department of Education, Office of Teacher Development; Tiawan Perez, Principal, West Farms School, New York; Meisha Ross-Porter, Executive Superintendent in the Bronx; and Alexa Sorden, Principal, Concourse Village Elementary School

The New York City (NYC) Department of Education is leveraging a partnership with New Teacher Center to build capacity at all levels of the system, in service of the most vulnerable student populations in the hardest-to-staff schools. Hear from a panel of NYC leaders and stakeholders about how integrated approaches to new teacher, teacher-leader, and school leader development are essential to provide rich, powerful, and equitable learning experiences for the youngest New Yorkers.

Equality vs. Equity

43E Developing a Pipeline of STEM (Science, Technology, Engineering and Math) Teachers of Color in New York City by Leveraging Instructional Mentors in After School Space
Emma Banay, Director of STEM Opportunities, ExpandED Schools; Emily Welch, Associate Program Consultant, New Teacher Center

New Teacher Center and ExpandED Schools piloted a new initiative to develop a pipeline for STEM teachers of color in New York City. “ExpandED Pathways: Engineering” connects Apprentice Teachers with a school-day seasoned teacher mentor trained by NTC, preparing apprentices to teach engineering in the afterschool space. Learn how to leverage the afterschool space to build a robust teacher pipeline for candidates of color in their own contexts.

Teacher Effectiveness = Student Success

44E Executive Function in Every Classroom: Supporting Learner Variability in Diverse Educational Environments
Michael Greschler, M.Ed., Director, SMARTS Executive Function Program

Executive function (EF), the ability to organize, prioritize, set goals, and think flexibility, can be an area of weakness for many students, yet there is a persistent lack of opportunities to learn and develop EF resources in both general and special education settings. This session focuses on supporting mentors and coaches with the process of planning, developing, and executing EF strategy instruction across grades and content areas. The session will also emphasize the role EF plays in learning as well as how EF strategies can be modified to meet the expectations and abilities of a wide age range of students in new and veteran teachers’ classrooms.

Educating Generations Z and Alpha
45E
Classroom Culture Development:
A Restorative Model for Academic Success

Michael Hoover, Director of School Culture and Marni Parsons, Vice President of Student and Family Services, Bright Star Schools

This interactive session investigates the integral role classroom culture development has on academic success. Explore the journey of one of Los Angeles’ premier urban charter school networks and gain a look into how Bright Star Schools’ New Teacher Training Program is aligned to their Classroom Culture Plan and Restorative Practices Toolkit. This session is open to education leaders who are interested in learning how to lead their schools restoratively and sustainably in the 21st century.

Teacher Effectiveness = Student Success

46E
Exploring Equity Through Early Learning

Ellen Greig, Senior Director, Products and Curriculum and Lisa Peloquin, Instructional Designer, Early Learning, New Teacher Center

Participants use educational inequity data to discuss the role of early childhood programs in fostering greater societal justice. To address these inequities, engage with “inside-out work” to consider the impact of implicit biases and mindfulness strategies. Analyze anti-bias and culturally responsive frameworks and consider how to incorporate them in personal settings.

Instruction Beyond the Classroom

47E
The Solution Already Exists on Campus: Teacher Leaders

Kristy Brown, Career Pathways/Program Manager, Regina Gee, Senior Manager, New Teacher Support, and Gail McGee, Director, Houston Independent School District

Explore the strengths and challenges of traditional teacher leader models and share the success story of Houston Independent School District. Participants learn the Teacher Leader Model Standards and how a robust teacher leader program serves as a recruitment, recognition, retention, and development tool to improve student outcomes.

Instruction Beyond the Classroom

48E
Enriching Coach Performance Through Multi-District Collaboration

Ann Addison, Coordinator of New Education Induction and Mentoring and Kelly Tines, New Educator Support Specialist, Olathe Public Schools; Karla Reed, Director of Mentoring/Professional Development, Gardner-Edgerton School District; Kelly Wessel, Ph.D., Director of Professional Learning, Blue Valley School District

Explore the relationship that seven Kansas City metro districts have built to design professional learning for coaches, which enhances learning, growth, and implementation of mentoring practices. These seven districts and their programs each bring a unique perspective to the group through structure, curriculum, and demographics. This session utilizes the Nearpod platform, as well as a panel of coaches via video conferencing.

Teacher Effectiveness = Student Success

49E FEATURED SPEAKER

Andre Wicks is currently an assistant principal at Shadle Park High School in Spokane, Washington. He has experienced success at every stop in his professional journey—from teaching, coaching youth sports, and his role as a school administrator, to serving as Director of The ZONE project, a place-based collective impact initiative that he spearheaded for four years. Recipient of multiple awards for his leadership, community impact, and influence upon others, Andre is dedicated to making the world a better place—one school, one classroom, one teacher, one student at a time.

Where is the “Person” Behind Personalized Learning?
There is a lot that gets done in the name of Personalized Learning (PL): adapting systems, modifying protocols, differentiating models, tailoring strategies, offering 1:1 technology...but where is the “person” behind all these Personalized Learning approaches? In this session, join Andre Wicks in an investigation into the learner. By starting with what learners are interested in, what their goals are, what skills they possess, how they best learn, and what motivates them, we are more likely to choose the PL approaches that result in deeper levels of learning.

Education Generations Z and Alpha

50E
Leveraging Research and Technology to Make Expert Teachers and School Leaders

Ian Kelleher, Director of Research and Glenn Whitman, Director, Center for Transformative Teaching and Learning

This session uses the Mind, Brain, and Education (MBE) Science of Learning to teach the Science of Learning. During this highly interactive session, participants actively work with MBE research and strategies that every teacher and school leader should know now; connect, extend, and challenge their current understanding of how the brain learns with research-informed teaching strategies; and develop a personal MBE Science of Learning professional growth pathway that leverages technology to meet their individual goals.

Teacher Effectiveness = Student Success
LUNCH & KEYNOTE SPEAKER  NIKOLE HANNAH-JONES

1:00–2:30 pm

HOW AND WHY PUBLIC SCHOOLS ARE STILL DIVIDED BY RACE

Nikole Hannah-Jones covers racial injustice for The New York Times Magazine, and has spent years chronicling the way official policy has created–and maintains–racial segregation in housing and schools. Her deeply personal reports on the black experience in America offer a compelling case for greater equity. She has written extensively on the history of racism, school resegregation, and the disarray of hundreds of desegregation orders, as well as the decades-long failure of the federal government to enforce the landmark 1968 Fair Housing Act. She is currently writing a book on school segregation called The Problem We All Live With. She was named a 2017 MacArthur Genius Grant Fellow and won a Peabody, a Pol, and in 2017, a National Magazine Award for her story on choosing a school for her daughter in a segregated city.
REGISTRATION INFORMATION

PAYMENT
Space is limited so register early. Payment in full is required by December 19, 2018 to secure Early Bird discount rate. Payment may be made by check, purchase order, or credit card. Make checks payable to New Teacher Center. Send completed form and payment to:
New Teacher Center  
110 Cooper Street, Suite 500  
Santa Cruz, CA 95060
Questions? Email symposium@newteachercenter.org or phone 831.600.2290.
Please send Purchase Orders and billing inquiries to ar@newteachercenter.org.

REGISTRATION FEE
Registration includes, breakfasts, lunches, reception, and access to mobile app.

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<td>after December 19, 2018</td>
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PRE-CONFERENCE & SYMPOSIUM FEE
Registration includes, breakfasts, lunches, reception, and access to mobile app.

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Receipt of payment, confirmation of sessions, and directions will be sent in January.

REGISTRATION POLICY
• Registration Fees: Registration fees are due in full and payment is required by February 8, 2019.
• Session Selections: Session placement is not guaranteed until payment is received in full. Session capacity is subject to change, and availability may not be guaranteed.
• Early Bird Discounted Registration: To secure your Early Bird Discount, registration payment must be received in full no later than December 19, 2018. Payment may be submitted online by credit card or by mailing a check to New Teacher Center by the payment deadline. Unpaid Early Bird registration fees after December 19, 2018 will result in forfeiture of discounted registration rates, and full registration rates and payment will be required.
• Purchase Orders: New Teacher Center will accept Purchase Orders to secure registration, however payment must be received no later than December 19, 2018 to retain Early Bird Discount rate.
• New Teacher Center Federal Tax ID: 26-2427526
• Credit Card Payments: Credit card payments may be processed online or by contacting New Teacher Center at 831.600.2290.

CANCELLATION POLICY
• Written Notification of Cancellation: All cancellations must be submitted in writing and addressed to symposium@newteachercenter.org
• Cancellation Deadline: Cancellations received prior to January 18, 2019 are eligible for a full refund less a $100 per person administrative fee. No exceptions.
• Fees: A $100 administrative fee will be billed and collected for all unpaid and cancelled registrations received in writing prior to January 18, 2019. Registrants cancelling after January 18, 2019 and no-shows are liable for the full registration fee and payment will be collected.
• Refunds: All eligible refunds will be processed after the conclusion of the event. Cancellations received after January 18, 2019 will not be eligible for refund.

HOTEL INFORMATION
Accommodations are available at the Dallas Sheraton at a special Symposium rate of $209, plus tax for single or double occupancy. Reservations at the $209 rate are available until January 14, 2019 or until our contracted room block is full, whichever occurs first. Reservations requested after this will be based on availability at the hotel’s prevailing rates. Make reservations online at https://www.starwoodmeeting.com/events/start.action?id=1809283463&key=362FBB4 or call 888.627.8191 and indicate that you are with the New Teacher Center Symposium group. Visit https://www.marriott.com/hotels/travel/daldh-sheraton-dallas-hotel/ for more information about the hotel.

PARKING INFORMATION
The Dallas Sheraton offers self-parking and valet parking. Self-parking is $23 per day. Valet parking is up to $31 per day. The hotel also offers three complimentary electric car charging stations.

TRANSPORTATION
The Dallas Sheraton does not offer a complimentary shuttle from the local airports. The hotel is located 23 miles from Dallas/Fort Worth International Airport (DFW) and eight miles from Dallas Love Field Airport (DAL). Estimated taxi fare from DFW is $55 one way and $30 from DAL one way. Contact Superior One Transportation, http://www.superiorone.net, for alternate transportation methods. Uber and Lyft pick up at both DFW and DAL.
REGISTRATION INFORMATION

SYMPOSIUM FEE:
Payment received on or before December 19, 2018: $600 per person
after December 19, 2018: $750 per person

PRE-CONFERENCE AND SYMPOSIUM FEE:
Payment received on or before December 19, 2018: $800 per person
after December 19, 2018: $950 per person

CANCELLATION POLICY:
• Written Notification of Cancellation: All cancellations must be submitted in writing and addressed to symposium@newteachercenter.org
• Cancellation Deadline: Cancellations received prior to January 18, 2019 are eligible for a full refund less a $100 per person administrative fee. No exceptions.
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MAIL-IN REGISTRATION FORM

or Register Online at newteachercenter.org

Print your name as you wish it to appear on all conference materials.

Mailing address: □ Office □ Home All correspondence will be sent to this address.
□ Check here if you do not want to be listed in the participant roster.
□ Check here if you are a first time Symposium Attendee.

Name
Title/Position
Organization School/Dept.
Email
Phone Fax
Address
City/State/Zip

Other billing organization if applicable
Billing contact (name/phone/email)
Select your first and second choice of sessions. Space is limited and will be filled on a first-paid, first-served basis.

### PRE-CONFERENCE SUNDAY, FEBRUARY 10, 2019:

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### TUESDAY, FEBRUARY 12, 2019:

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I am enrolling in: Payment received on or before December 19, 2018

- [ ] Symposium only $600
- [ ] Pre-Conference & Symposium $800

I am enrolling in: Payment received after December 19, 2018

- [ ] $750
- [ ] $950

Special needs or dietary requests

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**PAYMENT:** Call 831.600.2290 to pay by credit card or submit payment online.

- [ ] Enclosed Check #
- [ ] Purchase Order #

Amount Enclosed $ Date

Check the one role that best applies:

- [ ] District Administrator
- [ ] School Administrator
- [ ] State Level Leader
- [ ] Local Education Leader
- [ ] Mentor
- [ ] Coach
- [ ] Teacher
- [ ] Other

Payment is due by February 8, 2019. Payment may be made by check, purchase order, or credit card. Make checks payable to New Teacher Center. Send completed form and payment to:

New Teacher Center
110 Cooper Street, Suite 500
Santa Cruz, CA 95060

phone: 831.600.2200
fax: 831.427.9017

**QUESTIONS:** Email symposium@newteachercenter.org or phone 831.600.2290. Receipt of payment, confirmation of sessions, and directions will be sent in January.

I acknowledge that I have read and understand the Symposium 2019 registration and cancellation policies.

By registering for Symposium 2019, you consent to photography, audio recording, and video recording. You agree that New Teacher Center (NTC) and its affiliates and representatives may release, publish, exhibit, or reproduce photographs, audio recordings, and video recordings of you for any purpose, including without limitation advertising of NTC services and other commercial purposes. You release NTC and each and all persons involved from any liability connected with the taking, recording, digitizing, or publication of photographs, images, video, or sound recordings. You waive all rights you may have to any claims for payment or royalties in connection with the use of your image and voice. You also waive any right to inspect or approve any photo, video, or audio recording taken by NTC or the person or entity designated to do so by NTC.

**SIGNATURE:**

*Please note that registration forms cannot be processed without your signature.*