

2018-2019 TLC Professional Learning Calendar

Date	Title	Duration	Cost	Audience	CPE	Location	Presenter	TEKS	Description
8/28/2018	Scholastic Art and Writing Awards Third Annual District Affiliate Leadership Conference	9:30-2:30	FREE	District Art & ELA Supervisors	6	TBD	Andrea Segraves	Art & Literacy District Supervisors	Providing a day of professional learning and dialogue for school district art and writing supervisors as connected to Scholastic Art and Writing Awards. See below for more information. The Scholastic Art & Writing Awards are presented by the Alliance for Young Artists & Writers. The Alliance is a 501(c)(3) nonprofit organization whose mission is to identify students with exceptional artistic and literary talent and present their remarkable work to the world through the Scholastic Art & Writing Awards. Through the Awards, students receive opportunities for recognition, exhibition, publication, and scholarships. Students across America submitted nearly 320,000 original works during our 2017 program year across 29 different categories of art and writing. Website: https://www.smores.com/ve7u6-scholastic-art-and-writing-awards
9/7/2018	Collaborative Leadership: Six Influences that Matter Most	8:30-3:30	\$225	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	6	HCDE	Peter DeWitt	K-12 Campus/District Leaders	Peter DeWitt unpacks six leadership factors in Collaborative Leadership, all framed through the lens of John Hattie's research. Adding insight, practical experiences, and vignettes, DeWitt paints a powerful scheme: meet stakeholder's where they are, motivate stakeholders to strive for improvement, model how to do it. The meet, motivate, model blueprint will inspire you to: Transform your leadership practice; Identify where you can make immediate changes; Build and empower your leadership team; Incorporate all stakeholders into the conversation. Designed to shape collective teacher efficacy and foster teacher voice, Collaborative Leadership will leave you motivated to work together.
9/11&9/12	Learning Forward Coaches Academy Days 1&2	8:30-3:30	6 Day Total: \$1,200	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	Total: 36	HCDE	Sharron Helmke	Instructional Specialists/Coaches/K-12 Campus/District Leaders	See Learning Forward Instructional Coaching Tab for this information. There is a lot of information and it is all great info. I will let you decide how to market with the abundance of information provided. Specific information for each day- days 1-6 are also on the Learning Forward Instructional Coaching tab at the bottom of this document.
10/1/2018	Leaders as Evaluators: Effective Leadership Profile	8:30-3:30	\$225	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	6	HCDE	Steve Ventura	K-12 Campus/District Leaders	<p>What is it, specifically, that instructional leaders do to support and implement instructional leadership impact? How can leaders overcome the "politics of distraction" when it comes to leading change? Instructional leadership must be focused on evidence, not tradition. In order to become an instructional leader, we must decide if leaders prefer popularity over impact.</p> <p>Leaders must be evaluators, evaluating the impact that they and their teachers are having on student learning on an ongoing basis, and have a disposition to constantly question what needs to be improved and what evidence is needed.</p> <p>In this thoughtful and interactive session, Steve Ventura describes the instructional leadership behaviors that have the greatest impact on student outcomes. As each portion of the session unfolds, leaders will be able to reflect on how current leadership behaviors match those that are most effective. Moreover, instructional leaders will leave with a clear understanding of the change management strategies that will assist your school or district.</p> <p>In summary, this session is not about identifying leadership failures. Rather, the focus is to explain the dimensions of leadership in a way that allows leaders to capitalize on their strengths. If you are a leader wishing to increase your level of influence, this session can help you create a detailed plan to gather evidence that leads to deeper impact and increased levels of student achievement.</p> <p>Join Steve for an unforgettable, inspirational session, and learn how to pursue higher levels of leadership with greater focus, rigor and clarity.</p>

10/23/2018	Making Mathematics Learning Visible	8:30-3:30	\$200	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	6	HCDE	Connie Hamilton	K-12 Campus/ District Leaders	<p>This full-day workshop demonstrates how using the right approach at the right time helps educators intentionally design classroom experiences that hit the surface, deep, and transfer phases of mathematics learning. This framework helps educators reach the level of rigor today's students must meet through the combination of conceptual understanding, procedural fluency, and application. The workshop also delves into the role of clear learning intentions and success criteria as the first stop to better learning, as well as the kinds of rich mathematical tasks and mathematical discourse central to each phase of learning. Participants will be actively engaged in doing mathematics during the session.</p> <p>The Agenda for this day is as follows:</p> <ul style="list-style-type: none"> • Visible Learning Research Overview We begin with the story of Visible Learning research and effect sizes and how students move in, out, and through three phases of learning—surface, deep, and transfer. • Visible Learning Research as It Applies to Mathematics Next, we share how the Visible Learning data reinforces what we know from mathematics education research. We will introduce which high effect size practices make the most difference in the mathematics classroom. Participants will begin to interpret and apply these concepts to the teaching of mathematics based on a balance of surface, deep, and transfer learning, seeing how the three phases work in concert. • Building Teacher Clarity Using engaging mathematics tasks, we will explore how teacher clarity—specific learning intentions and success criteria—helps teachers to not only plan lessons more effectively but to also determine how successfully students have absorbed the material. We will also explore how to develop true student ownership of learning and self-efficacy. • Rich Tasks and Mathematical Discourse Participants engage with different kinds of mathematical tasks and learn why rich tasks are central to mathematics learning. We reflect on the questioning used with the task and discuss the role of mathematical discussion with a focus on questioning strategies. • Where to Next? The Right Strategy at the Right Time We close the day by preparing participants to explore each phase of the learning cycle—surface, deep, and transfer—and briefly introducing which strategies work best at each phase. We will examine the role of overall high-impact teaching
10/16/2018	Leadership Symposium	9:00-2:00	FREE	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	5	HCDE	TEA Deputy Commissioner of Governance, Mr. A.J. Crabill College Board's Senior Director of State and District Partnerships, Ms. Jill Scott	K-12 Campus/ District Leaders	<p>What contributions can HCDE help you make in your leadership role? How can we work countywide and beyond to create equitable and more just learning environments for students? What supports are needed throughout the school year? Reshaping theory and practice in our schools needs to offer more inclusive, diverse, and empowering opportunities for both students and leaders. We welcome leaders from all levels to join this crucial conversation about moving forward in our quest for the best 21st century learning experience. Responsive Leadership is a professional development experience for curriculum leaders as well as campus and district leaders. Participants will walk away with:</p> <ul style="list-style-type: none"> A close look at the governance of TEA from the assistant commissioner Content specific conversations among districts of similar size and similar areas of need Self-selected small group learning sessions A day of collaboration among school district leaders
10/30/2018	Developing Assessment Capable, Visible Learners	8:30-3:30	\$225	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	6	HCDE	Kristin Anderson	K-12 Campus/ District Leaders	<p>John Hattie has undertaken the world's largest research based around the question – what works best for student achievement? That body of ongoing research has revealed some key strands for teachers and leaders to understand: The Visible Learner, Know Thy impact, Effective Feedback, the Inspired and Passionate Teacher, and the Visible Learning school. This session is an introduction to the Visible Learner strand. Participants will learn key messages and build on these messages to support the development of learners and to understand that the actions take and the environments we create as teachers and schools affect the types of learners we produce. By the end of the session, participants will be able to (1) describe the characteristics of a visible learner, (2) explain to a colleague how to develop a visible learner, and (3) know how to target learning through the use of effective learning intentions and co-designed success criteria.</p>

12/4 & 12/5	Learning Forward Coaches Academy Days 4&5	8:30-3:30	6 Day Total: \$1,200	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	Total: 36 hours	HCDE	Sharron Helmke	Instructional Specialists/Coaches/K-12 Campus/District Leaders	See Learning Forward Instructional Coaching Tab for the specific information for days 3&4
12/10/2018	Making Science Learning Visible	8:30-3:30	\$200	Instructional Specialists/Coaches Teachers	6	HCDE	John Almarode	K-12 Campus/District Leaders	<p>In the best science classrooms, teachers see learning through the eyes of their students, and students view themselves as explorers. But with so many instructional approaches to choose from—inquiry, laboratory, project-based learning, discovery learning—which is most effective for student success?</p> <p>In this workshop, John Almarode reveals that it's not which strategy, but when, and plots a vital K-12 framework for choosing the right approach at the right time, depending on where students are within the three phases of learning: surface, deep, and transfer.</p> <p>Synthesizing state-of-the-art science instruction and assessment with over fifteen years of John Hattie's cornerstone educational research, this framework for maximum learning spans the range of topics in the life and physical sciences. Employing classroom examples from all grade levels, the presenter empowers teachers to plan, develop, and implement high-impact instruction for each phase of the learning cycle:</p> <p>Surface learning: when, through precise approaches, students explore science concepts and skills that give way to a deeper exploration of scientific inquiry.</p> <p>Deep learning: when students engage with data and evidence to uncover relationships between concepts—students think metacognitively, and use knowledge to plan, investigate, and articulate generalizations about scientific connections.</p> <p>Transfer learning: when students apply knowledge of scientific principles, processes, and relationships to novel contexts, and are able to discern and innovate to solve complex problems.</p> <p>Making Science Learning Visible opens the door to maximum-impact science teaching, so that students demonstrate more than a year's worth of learning for a year spent in school.</p>

1/26/2019	33rd Annual RT Garcia Early Childhood Winter Conference	8:30-3:30	\$95 Early Bird Registration before Dec. 1 \$110 Standard Fee before January 27 \$135 Onsite Registration Fee	Pre-K, K, 1, 2 teachers	6	Kingdom Builders Center	Steve Spangler	Pre-K, K, 1 & 2 Literacy, Math, Science and Social Emotional	Do you need new strategies for student engagement? Are you an early childhood educator who feels left out of campus conversations? Are you a first or second grade teacher who wants to know how to balance keeping up with TEKS and securing missing foundational skills for some of your students? Attend this one-day professional learning conference and learn easy-to-implement, research-based strategies designed for students in pre-kindergarten through second grade. Infuse passion and purpose into your planning by selecting from more than 80 breakout sessions delivered by some of the best presenters in Houston. Don't miss this opportunity to learn and network with other early childhood experts. Keynote Address Title: BEST DAY EVER: The Science of Creating Amazing Experiences to Inspire the Next Generation of Scientists & Engineers KEYNOTE Description: Teachers never forget the first day a child runs into their arms and screams, "This was the best day ever!" Sometimes we are left scratching our heads trying to understand why while other times we're forced to stay late to clean up what's left of the shaving cream fight. Best Day Ever isn't just a thing that happens... it's an expression of gratitude for creating experiences filled with wonder, emotion, surprise and meaning. Best Day Ever is also a powerful metaphor that reminds us how to create experiences that connect people of all ages by understanding more about the science of how young children engage and learn. Join Emmy award-winning television host and SPLASH veteran Steve Spangler as he shares some of his latest discoveries on how to create Best Day Ever experiences in both your personal and professional life. Learn how to use principles of engagement and building connections to create powerful experiences that children will remember for a lifetime. Keynote Speaker Bio: Steve Spangler is the host of the syndicated television series DIY Sci on FOX, and he's a regular guest on Ellen DeGeneres Show where the Burbank fire department is always on stand-by. He's a best-selling author and an Emmy award-winning speaker who will do just about anything it takes to get people excited about science. Whenever we invite Steve to SPLASH, we never know just how he'll turn the stage into his own science playground. Don't blame us if you walk away saying, "Best Day Ever... so far!"
2/1/2019	Making Literacy Visible	8:30-4:30	\$200	K-12 campus or district leadership teams	6	HCDE	Olivia Amador-Valerio	K-12 Leadership Teams	This workshop demonstrates how using the right approach at the right time helps you more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning. The workshop covers Visible Learning research; its connections to surface, deep, and transfer learning as it relates to literacy; the best approaches to use in each stage of learning; and the tools for measuring your impact on student learning. Participants will: <ul style="list-style-type: none"> • Apply the principles of Visible Learning research to the literacy classroom • Understand the three phases of learning and the unique importance of each: surface, deep, and transfer • Learn which literacy practices have the greatest impact on student growth (and which have the least) to maximize teaching time • Strategize what practices to implement when in a student's learning, while keeping rigor in mind • Assess the impact of one's teaching on one's students—and what to do next as a result
2/12 & 2/13	Learning Forward Coaches Academy	8:30-3:30	6 Day Total: \$1,200	District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders	Total 36 hours	HCDE	Sharron Helmke	Instructional Specialists/Coaches/K-12 Campus/District Leaders	See Learning Forward Instructional Coaching Tab for the specific information for days 5&6

2/28/2019	Rockin' Review	8:00-4:00	\$185	K-12 campus or district leadership teams	6	HCDE	Stephanie Zelanek	K-12 Campus/ District Leaders	<p>Let's rock review for STAAR! Rockin' Review will focus on how to motivate students to engage with content that they may have struggled with earlier in the year. We will anchor on the content that is essential for kids to learn and address the highly tested concepts. We will explore strategies and tools as well as deepen understanding of lead4ward resources, that specifically facilitate effective review.</p> <p>Leaders will learn how to best guide teachers to:</p> <ul style="list-style-type: none"> focus review on priority TEKS clusters leverage content strategies to engage learners explore hands-on/minds-on activities that provide meaningful practice activate student voice to create engaging review empower students to analyze and take ownership of common errors investigate how interesting items can help inform instruction plan your next steps
-----------	----------------	-----------	-------	--	---	------	-------------------	-------------------------------------	--