

GO BEYOND



**CAMPUS TO
CAPITOL**

Raise Your Hand Texas Leadership Symposium

JANUARY 31 - FEBRUARY 2, 2017



Alison Badgett
Executive Director
Raise Your Hand Texas

Welcome to the 2017 Raise Your Hand Texas Leadership Symposium! This year marks our 9th annual symposium and our 10th year as an organization. We've evolved significantly in that time, but through it all have maintained a commitment to research-driven policy and practice improvement to benefit all Texas students.

From its founding, Raise Your Hand® has invested in leadership, and in particular, principals, as a key lever of change. We've awarded over \$15 million in grants to leadership development programs, benefiting over 1,000 school leaders.

In recent years, we've grown to develop our own programming initiatives, recognizing policy reform alone is insufficient to effect change. Our work cannot end with the passage of state policy. We believe education advocates should partner with educators, helping to improve practice directly through programming. We must take collective responsibility for the success of our schools and the outcomes of our students.

Looking forward, our focus is on identifying breakthrough ideas to improve education, piloting them in our public schools, and supporting the conditions and public policies that allow them to scale to reach all Texas students.

Our future success depends on you. We need your insight to inform policy and your leadership to develop and implement new approaches to improving student achievement. In sum, we ask for your continued partnership in going beyond obstacles and expectations to reinvent public education for the 21st century — because the future of Texas is in our public schools.



Raise Your Hand Texas knows that stories of success from classrooms and campuses across the state too often go untold. At the same time, we believe it is time to go beyond the current paradigm that prioritizes standardization to a new model that personalizes learning and celebrates diversity. The 2017 Campus-to-Capitol Leadership Symposium is designed to celebrate our accomplishments and stimulate progress.



J. Cody Huie
*Director of Leadership
Development*
Raise Your Hand Texas

@JCHuie

The Campus-to-Capitol connection provides you the opportunity to raise the rhetoric about public education by sharing your success stories directly with your elected officials. Forging these relationships allows you to frame the narrative that is told about public education and establish yourself as a trusted expert.

The core mission of the leadership symposium is to strengthen relationships among alumni and build your capacity to catalyze change within the Texas education system. To that end, the programming for this year's symposium is constructed around the theme "Go Beyond" and is designed to inspire creativity, create systemic, human-centered solutions, and establish a culture of continuous improvement within the Raise Your Hand alumni network.

We are excited to set the tone for the symposium with the Design Thinking for Educators workshop and a private screening of the award-winning documentary *Most Likely to Succeed*, with opening remarks from author, philanthropist, and executive producer Dr. Ted Dintersmith. We are honored to host international education thought leader Dr. Michael Fullan, esteemed faculty from the Harvard Graduate School of Education Dr. Kay Merseth, Dr. Andrés Alonso, and Dr. Sarah Fiarman, digital education expert Dr. Heather Greenhalgh-Spencer from Texas Tech University, and author and education leader George Couros.

Because teaching and learning take place within the walls of our schools, not the halls of the capitol, you – our school leaders – stand as the catalysts of change in the Texas education system. That is why we continue to invest in your continuous improvement and look forward to partnering with you in going beyond the status quo to ensure all students experience the joy of success and the promise of opportunity.

General Information



Your name badge is your admission ticket to all sessions. Your breakout room locations are on the back of your name badge.

For all social media posts, we ask that you use **@RYHTexas** and **#CampusToCapitol**



EXPLORE OUR HOTEL

Atrium Level (Lobby Level)



Plaza Level (Lower Level)



Help us tailor future events to your needs. After the Leadership Symposium closes, please answer a quick survey at RaiseYourHandTexas.org/survey-symposium.

TUESDAY | JANUARY 31, 2017

1 – 4 p.m.	Design Thinking For Educators Ballroom B
3 p.m.	Hotel Check-in
4:30 – 5:30 p.m.	Optional Workshop: Preparing for Your Capitol Visit Ballroom B
5:30 p.m.	Dinner Ballroom A
6 – 6:30 p.m.	Pre-symposium Keynote: Ted Dintersmith Ballroom A
6:30 – 8 p.m.	Movie: <i>Most Likely to Succeed</i> Ballroom A

WEDNESDAY | FEBRUARY 1, 2017

7:30 – 8:30 a.m.	Breakfast Buffet Rio Grande Hall
8:30 – 9 a.m.	Registration
9 – 9:45 a.m.	Opening Remarks Ballroom A/B
9:45 – 11:15 a.m.	Systemic Solutions to Persistent Problems Ballroom A/B
11:15 – 11:30 a.m.	Preparing for Your Capitol Visit Ballroom A/B
11:30 a.m. – 12:30 p.m.	Plated Lunch Rio Grande Hall
12:45 p.m.	Load Shuttle (Refer to table on page 6)
1 p.m.	Depart for State Capitol
2 – 3:45 p.m.	Meetings with Legislators (Shuttle returns at 2:15, 3, 3:45 and 4:15)
4:15 p.m.	Return to Renaissance Hotel Last Shuttle
5 – 6 p.m.	Cocktail Reception
6 – 8 p.m.	Plated Dinner Keynote Dinner: Michael Fullan Ballroom A/B

THURSDAY | FEBRUARY 2, 2017

7 – 8 a.m.	Breakfast Buffet Rio Grande Hall
8 – 8:35 a.m.	Capitol Conversations Ballroom A/B, Wedgwood, Guadalupe, Sabine, Concho, Frio
8:35 – 8:45 a.m.	Break
8:45 – 9:45 a.m.	The Importance of Culture Ballroom A/B
9:45 – 10 a.m.	Break
10 – 11 a.m. & 11:10 a.m. – 12:10 p.m.	Leadership for Change: Developing Effective Engagement of Families and Communities Ballroom A Engaging Teacher Leadership to Drive School Improvement Ballroom B Student Agency, Goals-Setting, and Fostering Student Ownership of Blended and Personalized Learning Wedgwood
12:15 – 1:15 p.m.	Plated Lunch Rio Grande Hall
1:20 – 2:05 p.m.	Symposium Solutions Ballroom A/B, Wedgwood, Guadalupe, Sabine, Concho, Frio
2:10 – 3:30 p.m.	Closing Keynote: George Couros Ballroom A/B
3:30 p.m.	Closing Remarks
3:45 p.m.	Conference Adjournment

DEPART FOR STATE CAPITOL FOR MEETINGS WITH LEGISLATORS

Shuttle 1	Regions 4
Shuttle 2	Regions 4, 11
Shuttle 3	Region 10
Shuttle 4	Region 12–13
Shuttle 5	Regions 1–9 and 14–17
Shuttle 6	Regions 18–20
Shuttle 7	Overflow

Design Thinking for Educators

Ballroom B

1 - 4 p.m.

Design thinking is a creative and collaborative problem-solving process that produces innovative solutions. This session exposes school leaders to an overview of the purpose, potential, and essential elements of design thinking. This immersive learning experience includes a relevant design thinking challenge for all participants and provides the opportunity to brainstorm ways to implement design thinking in their own contexts.

Henry Ford Learning Institute (HFLI)



Deborah Parizek

Executive Director

Deborah is an educator with 23 years of experience in dynamic learning environments. Her expertise includes developing and sustaining small urban schools and authentic learning programs that engage a wide range of community partners to prepare learners to succeed in college, pursue a career of their choice, and address challenges with innovative thinking.



Christopher Patten

Associate Director of Design Thinking

@pattc285

Christopher supports HFLI's growing K-12 design thinking initiative, including the continued development of creative problem-solving resources and experiences that lead to transformational outcomes for educators and students.



Jessica Sanchez Todd

Superintendent of the Alameda School for Art + Design

Jessica is responsible for upholding the school's overall vision and leadership of the academy. In addition to overseeing daily operations of the school, Jessica develops and executes the strategic plan for the school, which includes fundraising and recruitment.

Workshop: Preparing for Your Capitol Visit

Ballroom B

4:30 - 5:30 p.m.

Building relationships with your elected officials has the potential not only to benefit your campus, but to shape the narrative around the success of public schools statewide. This session will highlight the most effective ways to communicate with state legislators during your capitol visit.

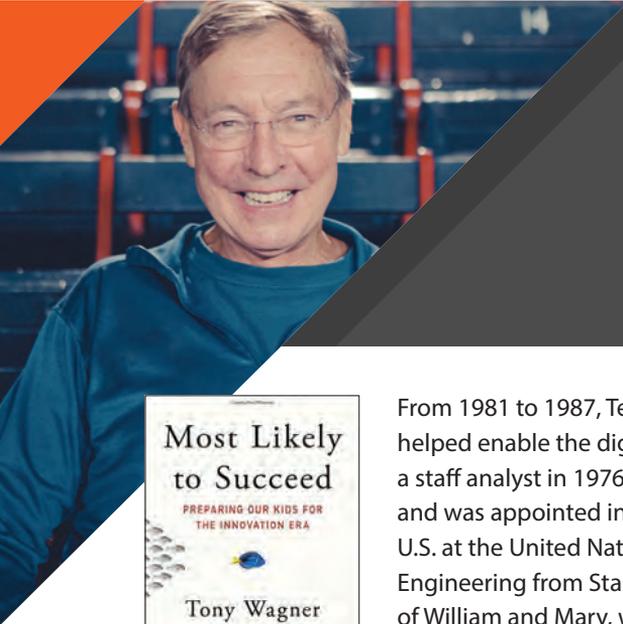
Private Screening of “Most Likely to Succeed”

Introductory remarks by Executive Producer Ted Dintersmith, Ph.D.

Ballroom A/B

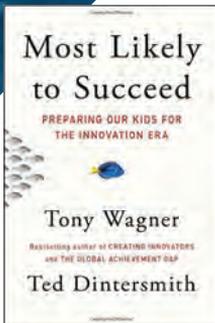
6 - 8 p.m.

Rapid advances in machine intelligence are reshaping the competencies our young adults need in the 21st century. This has profound implications for schools. Ted shares his first-hand account of the sparks of remarkable learning taking place every day in classrooms across America, and inspires a sense of urgency to create the conditions that turn these sparks into a bonfire of engaged learning.



Ted Dintersmith, Ph.D.

is one of America's leaders in innovation, entrepreneurship, and education. His professional experience includes two decades in venture capital. Business 2.0 ranked Ted as the top-performing U.S. venture capitalist for 1995-1999.



@dintersmith

From 1981 to 1987, Ted ran a business at Analog Devices that helped enable the digital revolution. In the public sector, he was a staff analyst in 1976-78 for the U.S. House of Representatives, and was appointed in 2012 by President Obama to represent the U.S. at the United Nations General Assembly. Ted earned a Ph.D. in Engineering from Stanford University and a B.A. from the College of William and Mary, with High Honors in Physics and English.

Ted has become one of America's leading advocates for education policies that foster creativity, innovation, motivation, and purpose. With co-author Tony Wagner, he wrote *Most Likely To Succeed: Preparing Our Kids for the Innovation Era*. During the 2015-16 school year, he went to all 50 U.S. states, meeting with governors, legislators, educators, parents, and students, and encouraging communities to work collectively to reimagine school and its purpose.

Most Likely to Succeed focuses on the story of a school in San Diego that is completely rethinking what the experience of going to school looks like. As we follow students, parents, and teachers through a truly unorthodox school experience, the audience is forced to consider what sort of educational environment is most likely to succeed in the 21st century.

Systemic Solutions to Persistent Problems

Ballroom A/B

Time: 9:45 - 11:15 a.m.

Student engagement affects attendance, graduation rates, postsecondary readiness, and overall academic achievement, yet only one-third of students rate their school culture positively and 50 percent of students report being not engaged or actively disengaged. This design challenge asks alumni to create a systemic solution to the problem of student engagement by responding to the question, “How might we create an education system that engages students in deep learning at all grade levels?”

What problem(s) are you experiencing on your campus?

What do you think is the root cause of this problem?

“ A mind, once expanded by a new idea,
never returns to its original dimensions. ”
— Oliver Wendell Holmes



Refer to the back of your name badge for specific breakout room locations.

Since its inception, Raise Your Hand Texas has recognized the power of effective advocacy. Providing legislators with reliable information to promote sound public policy is a keystone of our goal to reinvent public education for the 21st century.



Ann Smisko, Ph.D.

Deputy Director of Policy and Programs

Raise Your Hand Texas

As an organization, we recognize that the relationship between policy and practice is more important and powerful now than ever before. Laws affecting our schools can't be made in a vacuum. The law needs to rest on proven educational practices that are then scaled to benefit all students in the state.

That's where we can all help. As the Deputy Director of Policy and Programs at Raise Your Hand, it is my role to advocate for research-based practices that support continuous innovation and improvement for our 5 million+ students.

And your role is just as important — not only to be the best practitioner you can be, but to share with elected officials your knowledge of the research and your expertise and experience with implementing best practices. Through these crucial relationships, an increased body of knowledge at the Texas State Capitol can lead to laws and funding that support the transformation of education for your schools, communities, and the state of Texas.

Coherence: The Right Drivers in Action

Ballroom A/B

6 - 8 p.m.

This session will focus on how to achieve coherence making in school and system improvement. It will examine four main components: Focusing direction, developing collaborative cultures, deep learning, and securing accountability. Practical examples will be used to illustrate greater coherence in action.

Michael Fullan, O.C.

(Officer of the Order of Canada) is a worldwide authority on educational reform with a mission of helping to achieve the moral purpose of all children learning. He is an expert in Whole System Change in Education and partners with educational experts and governments around the globe.

A former Dean of the Ontario Institute for Studies in Education (OISE) at the University of Toronto, Michael advises policymakers and local leaders around the world to provide leadership in education. Michael received the Order of Canada (a Canadian national order, admission into which is the second highest honor for merit in the system of orders, decorations, and medals of Canada) in December 2012. He holds honorary doctorates from several universities in North America and abroad.

Michael has written more than 30 books which have been published in many languages. His most recent book, *Indelible Leadership*, outlines six specific leadership attributes to stimulate deep learning that transforms schools for the future. His book, *Breakthrough* (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education, and *Turnaround Leadership in Higher Education* (with Geoff Scott) won the Bellwether Book Award in 2009.



Michael Fullan, O.C.

Author, Speaker, Educational Consultant

@MichaelFullan1

Coherence: The Right Drivers in Action

What are your key insights from this session?

How can you integrate these insights into your current practice?

What should you consider when integrating these insights into your practice?

Capitol Conversations

Ballroom A/B, Wedgwood, Guadalupe, Sabine, Concho, and Frio

8 - 8:35 a.m.

This small group activity provides alumni the opportunity to discuss their meetings at the capitol and generate ideas for engaging with their elected officials locally.

What are your key insights from this session?

How can you integrate these insights into your current practice?

What should you consider when integrating these insights into your practice?



Refer to the back of your name badge for specific breakout room locations.

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The Importance of Culture

Ballroom A/B

Time: 8:45 - 9:45 a.m.

In this session, participants will explore the importance of culture. Culture is everywhere and yet it is hard to see and difficult to change. Building on the theme of “Go Beyond,” we will work to determine your school’s current culture and how it might influence engagement with your community and families as well as efforts to improve instructional rigor for all students. What are the commonly held beliefs about learning, and about families and communities in your school? Once you learn more about the deeply held values and beliefs, how can you, as a leader, work to go beyond these views to strengthen the work of your school?



Katherine Merseith, Ed.D.

*Faculty Director, Teaching Education Program,
and Senior Lecturer on Education*

Harvard Graduate School of Education (HGSE)

Kay founded the School Leadership and Teacher Education Programs, as well as the Harvard Children’s Initiative, a university-wide program focusing on the needs of children, at HGSE. Her work concentrates on charter schools, teacher education, mathematics education, and the case-method of instruction. Kay recently concluded a two-year study examining best practices in high performing urban charter schools that culminated in the award-winning book, *Inside Urban Charter Schools* (Harvard Education Press).

Recently, Kay was awarded a Harvard Initiative on Teaching and Learning award to explore the use of a new technology platform to enhance the teaching of controversial topics. In addition, Kay teaches in the General Education Program of Harvard College. Her course, the Dilemmas of Excellence and Equity in K-12 American Schools, has drawn the interest of over 300 Harvard College students each semester and has some of the highest student rankings in the College. In addition to her Harvard doctorate, Kay holds a bachelor’s in mathematics from Cornell University, a master’s in mathematics from Boston College, and a Master of Arts in Teaching Secondary Mathematics from Harvard. She spends any free time on her tractor at her Maine farmhouse, doing a modified CrossFit regimen, or rowing on the Charles River.

The Importance of Culture

What are your key insights from this session?

How can you integrate these insights into your current practice?

What should you consider when integrating these insights into your practice?

Engaging Teacher Leadership to Drive School Improvement

Ballroom B

10 - 11 a.m.

11:10 a.m. - 12:10 p.m.

In any education improvement process, teacher leadership is the most powerful engine of growth. By creating the right conditions and attending to the potential pitfalls, principals can strategically harness the energy, insight, and commitment of the teaching staff at their school. In doing so, they accomplish much more than any principal can accomplish acting alone. This session will describe how school leaders move beyond formal leadership roles to cultivate a leadership mindset in teachers. We'll identify common barriers to this work and discuss specific structures, leadership practices, and aspects of school culture that enable teachers to adopt a whole-school perspective and lead whole-school improvement. The session draws from Sarah's experience and will highlight her missteps as well as her successes as a school principal.



Sarah Fiarman, Ed.D.

Lecturer

Harvard Graduate School of Education (HGSE)

Sarah served as Lecturer in the School Leadership Program at HGSE where she also co-led the faculty group discussing race and racism. She consults with schools, districts, and nonprofits to build powerful learning communities. She helps educators develop teacher leadership, surface and address unconscious biases, examine teaching and learning through instructional rounds, and focus on increasing educational equity for all children, particularly children of color and other populations historically underserved by schools. A former public school teacher and principal, Sarah is the author of *Becoming a School Principal: Learning to Lead, Leading to Learn* (Harvard Education Press, 2015) and a co-author of *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Sarah is also a contributing author of *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* and *Data Wise in Action: Stories of Schools Using Data to Improve Teaching and Learning*. As a principal, Sarah was awarded a Lynch Leadership Academy Fellowship through Boston College, and in 2013, the Boston Globe rated her school the "#1 Dream School in Massachusetts." She received her Ed.D. from HGSE in Administration, Planning, and Social Policy.

Engaging Teacher Leadership to Drive School Improvement

What are your key insights from this session?

How can you integrate these insights into your current practice?

What should you consider when integrating these insights into your practice?

Leadership for Change: Developing Effective Engagement of Families and Communities

Ballroom A

10 - 11 a.m.

11:10 a.m. - 12:10 p.m.

This session will examine the role of school leaders in developing strong family and community engagement policies and programs. Participants will learn best practices and tools for leveraging these important allies, including how to navigate the challenges of developing and sustaining broad-based support and engagement.



Andrés Alonso, Ed.D.

Professor of Practice

Harvard Graduate School of Education (HGSE)

@andantalon

Andrés teaches a course on urban and systemic reform, and contributes to leadership programs such as the Doctorate in Educational Leadership and the Public Education Leadership Project. He served as CEO of Baltimore City Public Schools (City Schools) for six years

where he led a reform effort marked by a rebalancing of authority and responsibility among stakeholders, the building of a coalition in support of City Schools, leading edge labor contracts, and a focus on individual students and teaching and learning that yielded marked improvement in achievement and climate data across all levels, the first increases in enrollment in 40 years, and widespread political and ground root support for what have been divisive reform strategies in other districts. Before Baltimore, he was chief of staff and then deputy chancellor for teaching and learning during the first phase of New York's Children First reforms. He spent 12 years as a teacher of English Language Learners and students with disabilities in Newark, New Jersey. Andrés received his doctorate as part of the former Urban Superintendents Program at HGSE and began his tenure as a professor on July 1.

Leadership for Change: Developing Effective Engagement of Families and Communities

What are your key insights from this session?

How can you integrate these insights into your current practice?

What should you consider when integrating these insights into your practice?

Student Agency, Goals-Setting, and Fostering Student Ownership of Blended and Personalized Learning

Wedgwood

10 - 11 a.m.

11:10 a.m. - 12:10 p.m.

In this session, Heather will discuss the importance of student ownership of learning, and the development of strategies that facilitate student ownership and agency. She will draw on her experience as the leader of a graduate certificate program in blended and personalized learning, as well as recent research on blended and personalized learning, to foreground strategies that develop students' own abilities to guide their learning. The interactive session will go beyond strategies for creating student choice, and will focus on creating skills that promote students' intrinsic motivations, self-assessment, and self-regulation. Participants will be actively involved in discussions and activities around facilitating student agency in the classroom, using a template designed to enhance the creation of SMART goals by both teachers and students.



Heather Greenhalgh-Spencer, Ph.D.

Assistant Professor - Curriculum and Instruction
Texas Tech University

Heather is an assistant professor in the Department of Curriculum and Instruction at Texas Tech University. Her research emerges at the intersection of educational technology, pedagogical innovation, diversity and equity issues, and global studies. She is particularly interested in

the ways that embodiment, materiality, and global forces shape the ways we think about, use, and learn with digital technologies. Heather explores practices of using technology and pedagogical innovation to create engaged learning in both formal and informal learning spaces. She explores diversity and equity issues in the STEM pipeline, and also researches embodied and transdisciplinary learning practices that increase engagement for underrepresented populations in STEM courses, such as Transdisciplinary Engineering. Heather also researches personalized learning and the ways that it can create diverse pathways and increased opportunities for all students. She has published in multiple international journals of education. She teaches courses on e-learning, personalized learning pedagogies, diversity ideologies and policies, and educational philosophy.

*Student Agency, Goals-Setting, and
Fostering Student Ownership of Blended
and Personalized Learning*

What are your key insights from this session?

How can you integrate these insights into your current practice?

What should you consider when integrating these insights into your practice?

Symposium Solutions

Ballroom A/B, Wedgwood, Guadalupe, Sabine, Concho, and Frio

1:20 - 2:05 p.m.

This small group activity provides alumni the opportunity to analyze their key insights and develop an expressed theory of change.

What new idea(s) will you implement on your campus to impact your challenge?

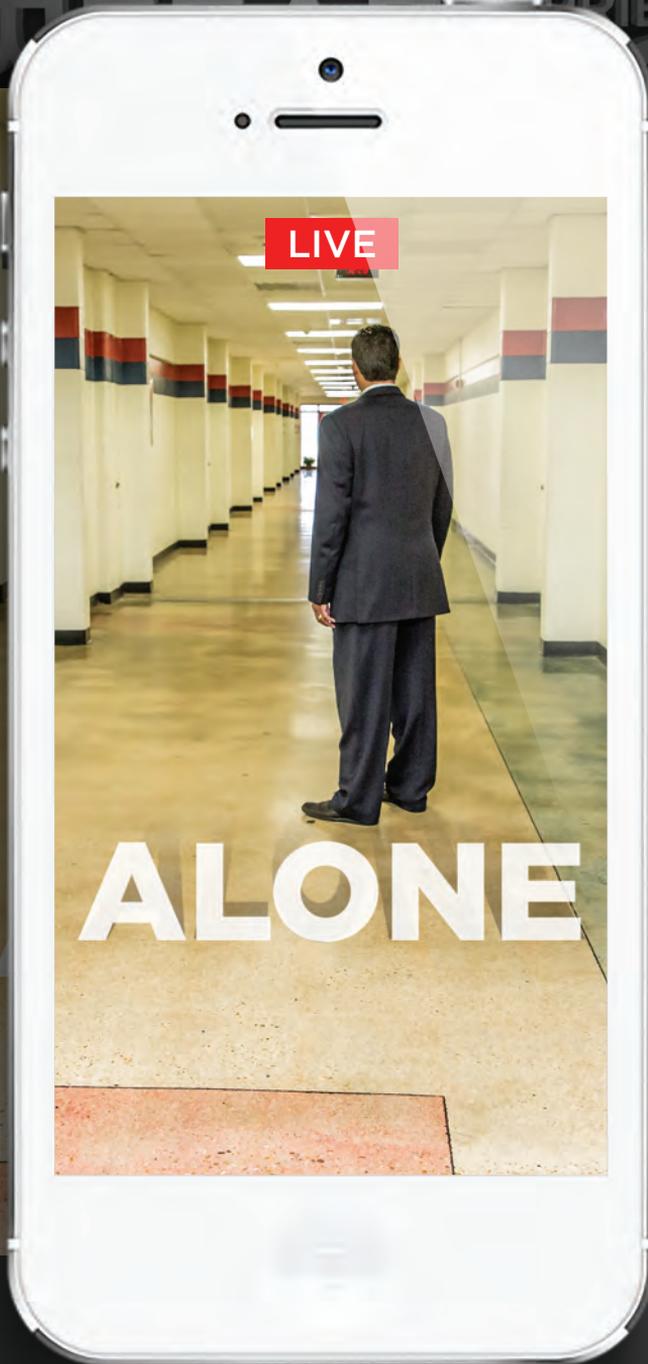
When will you implement the new idea(s)?

How will you know if your new idea(s) make an impact?

“ Picture your brain forming new connections as you meet the challenge and learn. Keep on going. ”

— Carol S. Dweck

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The Innovator's Mindset

Ballroom A/B

2:10 - 3:30 p.m.

George will build on the concept of fixed and growth mindsets, popularized by author Carol Dweck and take it one step further with ideas from his book, *The Innovator's Mindset*. He encourages educators to move further along this path to create the learning opportunities our students and schools deserve. He also stresses the need to focus not only on what we know, but what we do with what we know. In his talk, he will share powerful examples of this mindset and why it is so crucial for all educators. His presentations are emotional and humorous, push your thinking, and connect to your heart in a way that will last long after this keynote.

George Couros

is a leading educator in the area of innovative leadership, teaching, and learning. He has worked with all levels of school, from K-12 as a teacher, technology facilitator, and school and district administrator, and is the author of the book, *The Innovator's Mindset; Empower Learning, Unleash Talent, and Lead a Culture of Creativity*.

George is a sought-after speaker on the topic of innovative student learning and engagement and has worked with schools and organizations around the globe. He is also the creator of ConnectedPrincipals.com, an initiative that brings educators and leaders together from around the world to create powerful learning opportunities for students.

George is a leader in the area of innovation with a focus on the development of leadership, people, and what is best for learners. His belief that meaningful change happens when you first connect to people's hearts, is modeled in his writing and speaking. You can connect with George on his blog, *The Principal of Change* (GeorgeCouros.ca) or through Twitter.



George Couros

*Innovative, Teaching, and
Leadership Consultant*

Author of *Innovator's Mindset*

@GCouros

The Innovator's Mindset

What are your key insights from this session?

How can you integrate these insights into your current practice?

What should you consider when integrating these insights into your practice?

REGIONAL DIRECTORS

REGION: 1, 2, 15, 20



Dr. Barry Lanford

*Executive Director of Facility Maintenance
and Operations*
North East ISD

REGION: 4



Dr. Cheryl Henry

*Principal, Cypress Springs
High School*
Cypress Fairbanks ISD



Dr. Robert Long, III

*Principal, Deloras E. Thompson
Elementary School*
Spring ISD

REGION: 6, 12, 13



Matt Pope

*Senior Program Director
RAISEup Texas*
E3 Alliance



Lindsay Almquist

Principal, Jarrell High School
Jarrell ISD



Michelle Chae

Director of Secondary Education
**Schertz-Cibolo
Universal City ISD**

REGION: 3, 4, 5



Nancy Trent

Area Superintendent
Alief ISD



Dr. Johnny Briseño

Principal, Alvin High School
Alvin ISD

REGION: 18, 19



Paul Covey

Principal, Valle Verde Early College
High School
Ysleta ISD

REGION: 9, 16, 17



Sandy Whitlow

*Executive Director of
Student Performance*
Amarillo ISD



Wayne Morren

*Principal, Floydada High
School/Junior High School*
Floydada ISD

REGION: 7, 8, 10, 11



Dr. Wendy Eldredge

*Assistant Superintendent of
Student Services & Community
Relations*
Garland ISD



Lynn A. Smith

*Principal, Multiple Career
Magnet Center & Maya
Angelou High School*
Dallas ISD

To learn more about the regional directors, visit:

[RaiseYourHandTexas.org/programs/regional-directors](https://www.raiseyourhandtexas.org/programs/regional-directors)



Raise Your Hand Texas works to improve public education by catalyzing research-driven innovation in policy and practice for all Texas students. We are unique in advancing a mutually informative research, policy, and programmatic agenda. We focus on:

- ✓ identifying breakthrough ideas to improve education;
- ✓ piloting them in our public schools; and
- ✓ supporting the conditions and public policies that can scale to reach all Texas students.

Research. Raise Your Hand commissions both in-house research and reports from third-party experts on salient issues such as teacher preparation, pre-kindergarten, school turnaround strategies, and promising practice in school autonomy and innovation. Our research findings dictate our policy positions and priorities, as well as our program investments.

Programs. From its founding, Raise Your Hand has invested in principal and campus/district team development, providing seed grants to promising programs in Texas. We have sponsored around 1,000 Texas principals for the prestigious Harvard leadership program. We provide ongoing regional support, and conduct annual statewide training through the alumni Leadership Symposium.

We believe passage of policy alone is not enough; it is critical we partner with educators to improve practice through programming. Therefore, we recently introduced our own initiatives, including Raising Blended Learners, and now Raising Family Partnerships, designed to catalyze statewide change.

Policy. Raise Your Hand is a strong advocate at the capitol for policy change that improves education for all 5 million+ Texas students by freeing schools to innovate, while ensuring the transparent and accountable use of public resources. Policy reform should be intentional and cohesive, not disruptive for its own sake, but rather catalytic and purposeful to achieve specific systemic improvements.

Raise Your Hand Texas is reinventing public education for the 21st century. Because the future of Texas is in our public schools.

For more, visit RaiseYourHandTexas.org.



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