



1,000 LEADERS 10 YEARS 1 PURPOSE

UNSTOPPABLE

FEBRUARY 21-23, 2018



— WEDNESDAY | FEBRUARY 21, 2018 —

12 – 6 p.m.	Conference Registration Grand Ballroom Foyer
1 – 4 p.m.	Teacher Development & Retention for Student Success Grand Ballroom
1 – 5:30 p.m.	Change Management in Family Engagement Implementation <i>(Raising Family Partnerships™ fellows only)</i> Navarro–Hidalgo–Harris
4:30 – 5:30 p.m.	2017 Harvard Cohort Convening Grand Ballroom
4 – 5:30 p.m.	Hotel Check-In
5:30 – 6:30 p.m.	Alumni Reunion Reception Liberty Hall
6:30 p.m.	Dinner Grand Ballroom
6:45 – 7:30 p.m.	Legislative Update Grand Ballroom
7:30 – 9 p.m.	Opening Keynote: Katherine Merseth, Ed.D. Grand Ballroom

— THURSDAY | FEBRUARY 22, 2018 —

7 – 8:15 a.m.	Breakfast Grand Ballroom
7 – 8 a.m.	Registration Grand Ballroom
8:30 – 9:45 a.m.	Opening Remarks Liberty Hall
9:45 – 11 a.m.	Keynote: Pedro Noguera, Ph.D. Liberty Hall
11 – 11:15 a.m.	Break
11:15 a.m. – 12:15 p.m.	Essential Tools for Adaptive Leadership Liberty Hall
12:15 p.m. – 1:15 p.m.	Lunch Grand Ballroom
1:30 – 2:30 p.m.	Essential Tools for Adaptive Leadership <i>(cont'd)</i> Liberty Hall
2:30 p.m.	Break
2:40 – 5:15 p.m.	Cultural Leadership for Transforming School Organizations Liberty Hall
3 – 6:30 p.m.	Raising Blended Learners® Session with FSG <i>(Invite only)</i> Travis/Bexar
5:15 – 5:30 p.m.	Break

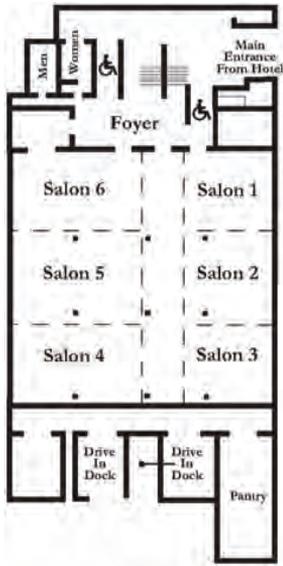


General Information

Your name badge is your admission ticket to all sessions. Refer to the back of your name badge for specific networking and site visit information.

For all social media posts, we ask that you use [@RYHTexas](#) and [#UNSTOPPABLE](#)

LIBERTY HALL



SECOND FLOOR

Main Building



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

5:30 – 6:45 p.m.

Sustaining Family Engagement at Scale Planning – MOY Reflections (*Raising Family Partnerships fellows only*)
Navarro–Hidalgo–Harris

Networking Activity by Region
Reference table below for room locations

6:45 – 8 p.m.

Dinner
Grand Ballroom

FRIDAY | FEBRUARY 23, 2018

6:45 – 8:15 a.m.

Breakfast
Grand Ballroom

7:30 – 8 a.m.

Shuttles Depart for Raising Blended Learners Site Visits
Hotel lobby – reference table below for shuttle information

8:15 – 9:15 a.m.

Hotel Checkout

9 a.m. – 12 p.m.

Raising Blended Learners Site Visits

9:15 – 10:30 a.m. &
10:45 a.m. – 12 p.m.

Leading Change
Salon 1

**Constructive Conflict -
A Function of High-Performing Teams**
Salon 2

What’s Data Got to Do With It?
Salon 3

The Power of Systems for ELLs’ Success
Salon 5

12 – 1:20 p.m.

Working Lunch
Liberty Hall Foyer

1:30 – 2:30 p.m.

Closing Keynote: Ruth Simmons, Ph.D.
Liberty Hall

2:30 – 2:45 p.m.

Closing Remarks
Liberty Hall

Networking Activity by Region

Regions	Room	Regions	Room
1, 2, 3	Lamar	6, 12, 13	Salon 1
4, 5, 6	Salon 5	18, 19	Sam Houston
7, 8, 10, 11	Salon 2	20	Salon 3
14, 15, 16, 17	Nueces		

Raising Blended Learners Site Visits

	Departure Times	Site Visit Locations
Shuttle 1	7:30 a.m.	Weber Elementary School - Clear Creek ISD
Shuttle 2	8 a.m.	Austin High School - Houston ISD
Shuttle 3	8 a.m.	KIPP Liberation - KIPP Houston
Shuttle 4	8 a.m.	Sullivan Middle School - Pasadena ISD



Alison Badgett
Executive Director
Raise Your Hand Texas

Welcome to the 2018 Raise Your Hand Texas® Leadership Symposium. It's a pleasure to be back in Houston, the site of so much resourcefulness and fortitude by school and community leaders in the past year. In this, our 10th annual symposium, we look forward to celebrating the accomplishments of our alumni and working together on ways we can continue to improve outcomes for all students.

This past year we've greatly expanded our reach with two new programs. The Raising Texas Teachers™ program elevates the status of teaching through a new scholarship for aspiring teachers, and supports teacher preparation improvement. Our Raising Family Partnerships fellows are redesigning how families, schools, and communities collaborate to improve student outcomes. Meanwhile, our Raising Blended Learners and Raising School Leaders™ programs continue to transform schools and personalize education for students throughout the state.

We know leaders like you are the linchpin of innovation in public schools. You continue to prove that even when faced with overwhelming challenges, your commitment to reinventing public education is *Unstoppable*. Together, let's continue building on the momentum we've generated over the past 10 years — because the future of Texas is in our public schools.

*We are excited to welcome participants from all of the
Raise Your Hand Texas Foundation initiatives.*



It is imperative to ensure quality in every Texas public school classroom, regardless of geography or demographics. For that to occur, we must commit to systemic improvements in recruitment, development, and retention of the best teachers and leaders. The 2018 Raise Your Hand Texas Foundation Leadership Symposium – our 10th annual – provides a forum to celebrate accomplishments, explore systemic issues of equity in education, and build the skills to address this challenge.

Each year, the Symposium gives us an opportunity to reconnect, reflect, and recharge. This week you will both learn from the challenges and changes of the past decade, and gain insight into how to apply those experiences and perspectives to forge a better path forward.

Whether it's the first-year implementation of a new instructional program, a months-long recovery from a devastating hurricane, or longer battle ensuring equity for all students, it is easy to get caught up in struggles. Yet some defy the odds — some grow stronger. Why? What tools can help us address a particular challenge? How can our adverse experiences stand as lessons, inspiring creativity and innovation in ourselves and others?

Our goal is for you to find the answers to those questions and more. We always work to make this the best professional development and networking event of your entire year.

Supporting and developing effective teachers is key to student success, so we are offering a pre-Symposium session on teacher development and retention facilitated by the New Teacher Center. We are hosting an alumni reunion reception to celebrate the last 10 years, followed by a welcome dinner, legislative update, and opening address by Dr. Kay Merseth. We will officially kick off the conference with a keynote presentation from Dr. Pedro Noguera, UCLA education professor, followed by sessions on adaptive leadership and school culture led by Harvard faculty. Some of you will visit one of four Raising Blended Learners campuses, while others will learn from experts with New Leaders, E3 Alliance, and Teaching Trust. We will close the symposium with a keynote from Dr. Ruth Simmons, the first black president of an Ivy League school and current president of Prairie View A&M.

Effective school leadership comes in many forms – resiliency, innovation, relationships, humor, vision, and so many others. This Symposium will help us harness our strengths and discover how different approaches make us, as individuals and as a network, unique, and uniquely effective. And we hope you will leave feeling that, together, united by a common purpose, we are *Unstoppable* in our pursuit of strengthening public education and advancing academic excellence for all students.



J. Cody Huie
Director of Program
Raise Your Hand Texas

Teacher Development and Retention for Student Success



Grand Ballroom

1 — 4 p.m.

This workshop will bring school and district leadership teams together to review the New Teacher Center's recent federal i3 study, the components of which are key to developing an impactful teacher mentoring and coaching program; to discover which elements of instructional leadership most impact student achievement; and to strengthen instructional leadership capacity and teacher development systems.



Diana Richie

Strategic Partnerships Director
New Teacher Center

Diana's role is to broaden and deepen existing relationships and build new, sustainable relationships with school and district leaders, state and regional policymakers, and educators across the country. During her career, Diana has developed and implemented results-oriented programs that increase educator effectiveness and improve student learning at organizations such as Hewlett-Packard, Oracle, Fuel Education, TRO Learning, and Spring Branch ISD.

Change Management in Family Engagement Implementation (Raising Family Partnerships fellows only)

Navarro-Hidalgo-Harris

1 — 5:30 p.m.

This workshop will provide research behind successful change management efforts and hands-on experience with proven best practices. The workshop will include a case study outside of the education field to illustrate change management. Attendees will be equipped with tools to apply to their family engagement redesign efforts to gain better results.



Darrel Raynor

President/CEO & Founder
Data Analysis & Results, Inc.



Darrel is a senior technology executive, speaker, consultant, trainer, and turnaround specialist with decades of experience streamlining operations, optimizing systems, leading projects, and coaching people. His industry experience spans finance, high-tech, manufacturing, retail, data, public sector, telecommunications, energy, and nonprofit.



Marcela Andrés

Program Director
Raise Your Hand Texas



Marcela joined the Raise Your Hand Texas team in July of 2016. As a child growing up in one of Austin's most underserved communities, Marcela questioned inequality in education. Today she is dedicated to making a positive impact in underserved populations through her ability to forge strong relationships, and her commitment to ensuring every child in Texas has the opportunity to succeed. Prior, Marcela served as the founding operations manager for four charter school openings under KIPP in Austin. She also taught 3rd and 4th grade at Colegio Ingles, a school in Torreón, Coahuila, Mexico, that offers a bilingual program for students learning English.

Session Attended

- Teacher Development and Retention for Student Success
- Change Management in Family Engagement Implementation

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?

Legislative Update

Grand Ballroom

6:45 — 7:30 p.m.



In this session, attendees will receive an overview of key legislation impacting public education during the 2017 regular and special sessions of the Texas legislature. They will also learn about policy initiatives on the horizon for the 2019 legislative session and a preview of what may come in 2019.



Amanda Brownson

Director of Research and Policy

Raise Your Hand Texas

Amanda joined Raise Your Hand Texas in June of 2016. Before joining to the organization, she served as director of state funding for the Texas Education Agency, where she oversaw the distribution of roughly \$20 billion in annual state aid payments under the Foundation School Program. She has also worked as a consultant for Moak, Casey & Associates and, prior to that, spent five years teaching elementary school in Texas and in California.

Notes





How can we **reinvent** public education?
By supporting aspiring **teachers**.



Within schools, the quality of the teacher makes the biggest impact on student success. Texas students deserve the best teachers, and our teachers deserve the best preparation.

RAISING TEXAS
TEACHERSSM

A RAISE YOUR HAND TEXASSM FOUNDATION INITIATIVE

RaisingTexasTeachers.org

Behind great teachers, are other great teachers. Mentors, who saw the future in them. Mentors like you.

We need Raise Your Hand alumni to help Charles Butt Scholars become great teachers.

Give rise to the future. Apply to be a mentor for a Charles Butt Scholar.

Visit the Raising Texas Teachers table in the foyer for more information.

Charles Butt
SCHOLARSHIP FOR ASPIRING TEACHERS



Opening Keynote: Retrospective & Prospective on School Leadership

Grand Ballroom

7:30 — 9 p.m.



Katherine Merseth is senior lecturer on education at the Harvard Graduate School of Education (HGSE). Her work concentrates on charter schools, teacher education, mathematics education, and the case-method of instruction. At Harvard, she founded the Harvard Children's Initiative, a university-wide program focusing on the needs of children as well as the School Leadership and the Teacher Education Programs at the School of Education.



In the charter field, she recently concluded a two-year study examining best practices in high performing urban charter schools which culminated in the award winning book, *Inside Urban Charter Schools* (Harvard Education Press).

Recently, Merseth was awarded a Harvard Initiative on Teaching and Learning (HILT) award to explore the use of a new technology platform to enhance the teaching of controversial topics. In addition, Merseth 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 450 Harvard College students each semester and has some of the highest student rankings in the College.

Katherine Merseth, Ed.D.
*Faculty Director, Teaching
Education Program, & Senior
Lecturer on Education*
**Harvard Graduate School of
Education (HGSE)**

Merseth has served as a curriculum developer, teacher, and administrator in K-12 schools. In addition to her Harvard doctorate, Merseth holds a bachelor's in mathematics from Cornell University, a master's in

mathematics from Boston College, and a master's in teaching secondary mathematics from Harvard. She spends any free time on her tractor at her Maine farmhouse, doing a modified cross fit regime or rowing on the Charles.



*Opening Keynote:
Retrospective & Prospective
on School Leadership*

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?

Keynote: Equity & Deeper Learning

Liberty Hall

9:45 — 11 a.m.

Pedro Noguera presents a dynamic and profound perspective on the issues of racial inequality and diversity in our schools. One of America's leading experts on education reform, he will take us through the challenges faced by schools in trying to create a safe, secure, and academically rewarding environment for students. Noguera tackles problems such as race relations within schools, school violence, desegregation, and school vouchers. He explains the problems we face in providing equal opportunity in education, and provides some of the solutions that are working across America.

UCLA
Ed & IS



Pedro Noguero, Ph.D.

Professor, Speaker

UCLA

Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author of 11 books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on CNN, MSNBC, National Public Radio, and other national news outlets. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2003 – 2015) Harvard University (2000 – 2003) and the University of California, Berkeley (1990 – 2000). From 2009 - 2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. In 2014, he was elected to the National Academy of Education. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences, the National Association of Secondary Principals, and the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.

*Equity &
Deeper*

Keynote: Equity & Deeper 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?

Learning

— THURSDAY | FEBRUARY 22, 2018 —

Essential Tools for Adaptive Leadership



Liberty Hall

11:15 a.m. — 12:15 p.m. | 1:30 – 2:30 p.m.

The latest research on leadership indicates that the fundamental challenges facing leaders in public education today are, and will continue to be, adaptive challenges. Adaptive challenges involve complex problems without pre-determined solutions. Resolving such challenges requires engaging those directly affected by the problem in solution development. In this session, educators will be introduced to The Integrated Model of Leadership[®]. Participants will use the model and several adaptive tools to discuss and analyze a case study designed to enhance adaptive skills of building consensus, engagement and ownership of solutions from a diverse group of constituents.



Irma Tyler-Wood

Principal and founding member of Ki ThoughtBridge[®]

Harvard Graduate School of Education (HGSE)

Irma Tyler-Wood is a frequent lecturer at the Principals' Center at the Harvard Graduate School of Education. She is also the principal and founding member of Ki ThoughtBridge, a consulting firm that specializes in leadership development, negotiation, change management and conflict resolution. She consults nationally and internationally with corporate, government, and other public sector clients in negotiation training and resolving complex, high stakes disputes. She has advised and trained corporate and government clients to enabling them to implement major change initiatives, resolve complex multi-party disputes, and create, enhance, and/or repair strategic business relationships.

Adaptive Leader.

Essential Tools for Adaptive Leadership

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?

— THURSDAY | FEBRUARY 22, 2018 —

Cultural Leadership for Transforming School Organizations

Liberty Hall

2:40 — 5:15 p.m.



Culture is often viewed as the key factor in a school's success. However, the idea of culture can be abstract and the puzzle of shaping culture can seem impenetrable. This session focuses on helping participants understand organizational culture. We will approach the concept of culture from a perspective grounded in theory and translate it to practice in real-world organizations.

By the end of the session participants will be able to answer two questions:

- (1) What is school culture?
- (2) How can I enact my cultural vision for my school?



Ebony Bridwell-Mitchell

Associate Professor of Education

Harvard Graduate School of Education (HGSE)

Ebony Bridwell-Mitchell is an associate professor of education with expertise in leadership, management, and organizations at the Harvard Graduate School of Education. Bridwell-Mitchell's research builds on her three areas of training and study: organizational management and theory, public policy, and education. Specifically, her research and teaching integrates these three fields to examine how organizational factors constrain and enable the success of U.S. public school reform.

Cultural Leader.

*Cultural Leadership for
Transforming School Organizations*

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?



How can we **reinvent** public education?
By supporting 21st century **learners**.



With the innovation of blended learning, the dream of delivering personalized, competency-based learning to every student is within reach. Blended learning is the engine to power student-centered learning at scale in Texas.

RAISING
BLENDED
LEARNERS®

A RAISE YOUR HAND TEXAS® FOUNDATION INITIATIVE

RaisingBlendedLearners.org



KIPP Houston ▶

If you are going on a Raising Blended Learners site visit, Year 1 recap videos are available for two of the four sites. Scan the QR code using your smartphone's camera to access the YouTube video.



Pasadena ISD ▶

Raising Blended Learners Site Visit Prompts

Each campus will be implementing blended learning in different ways based on their student experience design pillars. As you observe classrooms, the questions below serve as reflective prompts to help you better understand the student experience design pillars of each blended learning pilot.

1. **Personalized Learning Experiences.** Look for students: working through online content independently; learning in collaborative peer groups; working with a teacher in a small group on varying learning objectives.

Ask students:

- ✓ What do you typically do during the rotations?
- ✓ How do you know what to work on during the rotations?

Ask teachers:

- ✓ How do you think the increased opportunity for personalization impacts student learning?

2. **Data-Driven Instruction.** Look for evidence of teacher personalization based on learning data (e.g. teacher is seen referencing a list/report of learning data on a standard/group of standards and selecting which students to work with in the teacher-facilitated small group based on this data).

Ask students:

- ✓ Do you feel challenged in this class? What makes you say that?
- ✓ Do you feel supported in this class? What makes you say that?

Ask teachers:

- ✓ How does data-driven instruction help you better understand where each student is?
- ✓ Can you walk us through your thinking as you review student learning data (e.g. software report, student assessment data)?

3. **Student Agency & Engagement.** Look for examples of: student-facing data in online tools/content; the goal-setting process in action including progress goals; students receiving feedback from their teachers and/or online tools/content regarding their progress; students engaged in reflective learning procedures (e.g journals, progress trackers, goal monitoring documents).

Ask students:

- ✓ Do you feel like you are making progress? How do you know?

Ask teachers:

- ✓ How do you find the right balance of support and challenge to help develop self-directed learners?

Leading Change

Salon 1

9:15 – 10:30 a.m. & 10:45 a.m. – 12 p.m.

Want to build a culture of investment instead of compliance? Learn ways to invest and follow through on your change initiatives by appealing to reason, emotion, and the environment of the school. In this session, leaders will have the opportunity to create a plan to roll out a change initiative to staff at their school.



Lauren Frank

Program Officer for Leadership Teams Program and Ed Fellows Program
Teaching Trust

Lauren's work involves leading teams and teacher leaders to develop their instructional plans, monitor student learning, and lead and influence other adults on their campuses. Prior, Lauren served as academic dean and principal in residence at Achievement First Apollo Elementary, a Title I, open-enrollment, public charter school in Brooklyn, New York. She also served as a Teach for America Corps Member in Charlotte, North Carolina.



Constructive Conflict - A Function of High-Performing Teams

Salon 2

9:15 – 10:30 a.m. & 10:45 a.m. – 12 p.m.

Does your team have productive conflict, destructive conflict, or no conflict at all? Learn how healthy conflict is one of the five functions of a high-performing team and a lack of conflict can get in the way of results. Participants will identify times in leadership team meetings, data meetings, and other adult team interactions where destructive conflict might show up and practice ways to lead productive conflict.



Teresa Khirallah-Jackson

Program Officer for Leadership Teams Program
Teaching Trust

Teresa's work involves leading teams and teacher leaders to develop their instructional plans and monitor student learning. Prior to Teaching Trust, Teresa served as an elementary school principal and principal manager over elementary, middle, and high schools.



What's Data Got to Do With It?

Salon 3

New Leaders 

9:15 – 10:30 a.m. & 10:45 a.m. – 12 p.m.

In this session, you will be introduced to the key concepts of data-driven instruction (DDI), learn how to use DDI to inform instruction and make prescriptive changes in the classroom, and engage in a DDI Cycle experience (triangulating data).



Dr. Angela Bass

Executive Director of Program Implementation

New Leaders

Dr. Bass serves as Executive Director of Program Implementation for New Leaders. Previously she served as the Director of Facilitation - Bay Area for New Leaders. As Director of Regional Facilitation for New Leaders, Bay Area, she was responsible for developing and delivering highly effective professional development for the Bay Area of New Leaders' programs - Emerging Leaders Program, Aspiring Principals Program, Principal Institute and Leadership Practice Improvement. As Regional Leadership Facilitator, she also developed and revised the local training curriculum for all leadership programs.



Joi Kidd-Stamps

Senior Director of Program Implementation

New Leaders

Joi is an accomplished educator, practitioner, and speaker. In her current role, she supports a portfolio of programs across the state of Texas and provides training, support, and management of a team of program directors.



Kristin Gallagher

Senior Director of Program Implementation

New Leaders

Kristin has been with New Leaders since 2014. She oversees a team of directors who are responsible for program implementation and driving student achievement in close collaboration with district and charter partners.

The Power of Systems for ELLs' Success

Salon 5



9:15 – 10:30 a.m. & 10:45 a.m. – 12 p.m.

In this presentation, participants will learn about the development and implementation of a leadership tool that is being used in multiple school districts to align and build systems and practices that support ELLs. Schools implementing the leadership tool showed 5-10 percentage point improved academic growth in just one year.



Matt Pope

Chief Transformation Officer

E3 Alliance

Matt Pope oversees the management and growth of E3's Transformation Services, which are providing proven, data-driven services to improve student outcomes across the state of Texas. Matt is a former principal and middle and elementary school teacher. He serves as a regional director for Raise Your Hand Texas.

Breakout Sessions

- What's Data Got to Do With It
- The Power of Systems for ELLs' Success
- Leading Change
- Constructive Conflict

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?

Breakout Sessions

- What's Data Got to Do With It
- The Power of Systems for ELLs' Success
- Leading Change
- Constructive Conflict

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Closing Keynote

Liberty Hall

1:30 — 2:30 p.m.



Dr. Simmons was appointed the eighth President of Prairie View A&M University (PVAMU) in December 2017. She is the first woman to hold the presidency at PVAMU. Prior to taking on the top administrator role, Simmons served as President of Brown University from 2001-2012 becoming the first African American to lead an Ivy League institution. Under Simmons' leadership, Brown made significant strides in improving its standing as one of the world's finest research universities.



A French professor before entering university administration, Simmons held an appointment as a Professor of Africana Studies at Brown. After completing her Ph.D. in Romance Languages and Literatures at Harvard, she served in various faculty and administrative roles at the University of Southern California, Princeton University, and Spelman College before becoming President of Smith College, the largest women's college in the United States. At Smith, she launched a number of important academic initiatives, including an engineering program, the first at an American women's college.

Ruth Simmons, Ph.D.

President

Prairie View A&M University

Simmons is the recipient of many honors, including a Fulbright Fellowship to France, the 2001 President's Award from the United Negro College Fund, the 2002 Fulbright Lifetime Achievement Medal, the 2004 Eleanor Roosevelt Val-Kill Medal, the Foreign Policy Association Medal, the Ellis Island Medal of Honor, and the Centennial Medal from Harvard University.

Simmons is a member of the National Academy of Arts and Sciences, the American Philosophical Society, and the Council on Foreign Relations, and serves on the boards of Texas Instruments, Chrysler, Mondelez and Square, as well as a number of non-profit boards.

Awarded numerous honorary degrees, she received the Brown faculty's highest honor: the Susan Colver Rosenberger Medal in 2011. In 2012, she was named a 'chevalier' of the French Legion of Honor.

Closing Keynote

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



Jennifer Stumbaugh

*Principal, Los Fresnos United
Los Fresnos CISD*

REGION: 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

*Chief Transformation Officer
E3 Alliance*



Lindsie 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)



How can we **reinvent** public education?
By developing strong school **leaders**.



*School leaders represent the linchpin of innovation
in our public schools, with effective principals ac-
counting for up to 25 percent of student achievement.*

— RAISING SCHOOL —
LEADERSSM
A RAISE YOUR HAND TEXAS[®] FOUNDATION INITIATIVE

RaisingSchoolLeaders.org

Share Your Story

Did Raise Your Hand Texas sponsor you to attend The Principals' Center at the Harvard Graduate School of Education? Do you have a story to share pertaining to blended learning? Does your district offer school choice options or an innovative program that has had an impact on you, your child, or your community? We want to hear about it.

RaiseYourHandTexas.org/contact/share-your-story/



Raise Your Hand Texas identifies and pilots promising ideas to improve public education, and supports the conditions and public policies needed to scale proven approaches to benefit all Texas students. We are working to reinvent public education for the 21st century – because the future of Texas is in our public schools.

Key Areas of Focus

To improve educational outcomes for all students, we focus on three key issue areas:

- ✓ **First, *Autonomy and Innovation*:** Public schools require autonomy to design, implement, and scale initiatives that best serve their student's needs. We support programs and policies that empower district leaders, teachers, and communities while maintaining public accountability for state resources and student outcomes.
- ✓ **Second, *Strong Teachers and Leaders*:** Research consistently shows that the strength of teachers and school leaders makes the biggest impact on student achievement. Improvements in the recruitment, training, and retention of high-quality teachers and campus leaders helps ensure a better future for Texas.
- ✓ **Third, *Ensuring Educational Opportunity*:** All students deserve a fair shot at success in school and in life. Keeping schools accountable for student outcomes and investing in programs that provide students a strong foundation for growth gives every Texas student the opportunity to learn and thrive.

Theory of Change

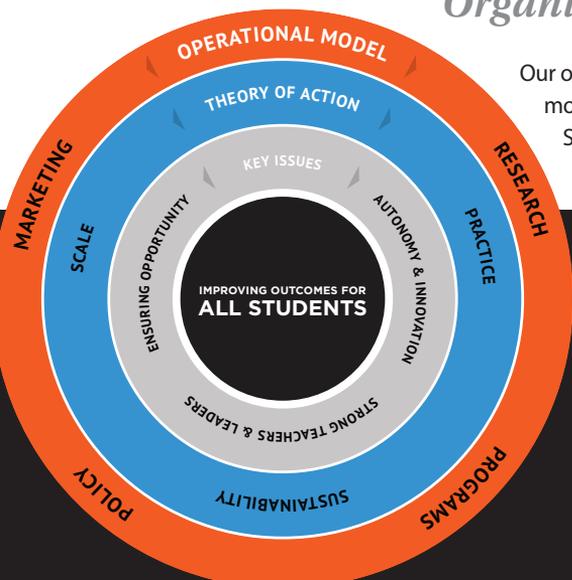
We believe achieving these overarching goals requires us to focus our efforts in three distinct ways:

- ✓ **Practice Improvement:** To succeed in the 21st century economy, today's students and educators need different training and skills than in the past. Partnering directly with educators to support better teaching and learning approaches builds the research base for improving educator practice and makes a direct impact on student achievement.
- ✓ **Sustainability:** Too many promising pilot programs are abandoned for lack of institutional support, a clear strategy and buy-in. Implementation of programs and policies that encourage shared ownership in an idea and promote shifts in mindset and behavior enhances the prospects for long-term sustainability in practice improvement.
- ✓ **Scale:** At the campus, district, and state levels, cohesive, research-based policies allow all Texas students the opportunity to succeed. Our policy work aims to ensure that schools have the resources and autonomy they need to innovate and that all students benefit from proven educational approaches.

Organizational Model in Motion

Our organizational model can be visualized as a flywheel, with momentum from individual functions advancing others.

Scan the QR code using your smartphone's camera to access the YouTube video of this model in motion.



Scan the QR code using your smartphone's camera to access the YouTube video.



Watch Video 



How can we **reinvent** public education?
By engaging families as true **partners**.



“Parents have goals for their children. The school, we have goals for our students. But we have the same goal, and that is what is in the best interest of the child.”

— **Dr. Edgar Tibayan**

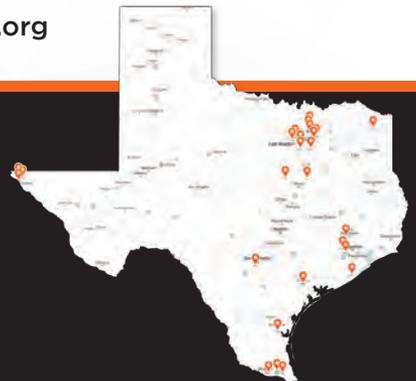
Principal, Lucy Rede Franco Middle School
Raise Your Hand® Alumnus '16 (Harvard)



RaisingFamilyPartnerships.org

The first Raising Family Partnerships cohort consists of 26 school sites across the state.

Visit RaisingFamilyPartnerships.org for background on this new initiative and the campuses involved.



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