2018 Leadership Symposium

1,000 Leaders 10 Years 1 Purpose

UNSTOPPABLE

February 21-23, 2018
### WEDNESDAY | FEBRUARY 21, 2018

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>12 – 6 p.m.</td>
<td>Conference Registration</td>
<td>Grand Ballroom Foyer</td>
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<tr>
<td>1 – 4 p.m.</td>
<td>Teacher Development &amp; Retention for Student Success</td>
<td>Grand Ballroom</td>
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<tr>
<td>1 – 5:30 p.m.</td>
<td>Change Management in Family Engagement Implementation</td>
<td>(Raising Family Partnerships® fellows only)</td>
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<tr>
<td>4:30 – 5:30 p.m.</td>
<td>2017 Harvard Cohort Convening</td>
<td>Grand Ballroom</td>
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<tr>
<td>4 – 5:30 p.m.</td>
<td>Hotel Check-In</td>
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<tr>
<td>5:30 – 6:30 p.m.</td>
<td>Alumni Reunion Reception</td>
<td>Liberty Hall</td>
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<tr>
<td>6:30 p.m.</td>
<td>Dinner</td>
<td>Grand Ballroom</td>
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<tr>
<td>6:45 – 7:30 p.m.</td>
<td>Legislative Update</td>
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<tr>
<td>7:30 – 9 p.m.</td>
<td>Opening Keynote: Katherine Merseth, Ed.D.</td>
<td>Grand Ballroom</td>
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### THURSDAY | FEBRUARY 22, 2018

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

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<th>Regions</th>
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<td>1, 2, 3</td>
<td>Lamar</td>
<td>6, 12, 13</td>
<td>Salon 1</td>
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<td>4, 5, 6</td>
<td>Salon 5</td>
<td>18, 19</td>
<td>Sam Houston</td>
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<tr>
<td>7, 8, 10, 11</td>
<td>Salon 2</td>
<td>20</td>
<td>Salon 3</td>
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<td>14, 15, 16, 17</td>
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Raising Blended Learners Site Visits

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

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How can you integrate these insights into your current practice?

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

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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.

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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.

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.
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.

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.

Katherine Merseth, Ed.D.
Faculty Director, Teaching Education Program, & Senior Lecturer on Education
Harvard Graduate School of Education (HGSE)
Opening Keynote:
Retrospective & Prospective
on School Leadership

What are your key insights from this session?

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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.

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.
Keynote: Equity & Deeper Learning

What are your key insights from this session?

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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.
Essential Tools for Adaptive Leadership

What are your key insights from this session?

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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 Leadership for Transforming School Organizations

What are your key insights from this session?

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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

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.
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**

**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

What are your key insights from this session?

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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.

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?

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How can you integrate these insights into your current practice?

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

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REGIONAL DIRECTORS

REGION: 1

Dr. Cheryl Henry
Principal, Cypress Springs High School
Cypress–Fairbanks ISD

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
To learn more about the regional directors, visit: 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 accounting for up to 25 percent of student achievement.

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**RAISING SCHOOL LEADERS**
A RAISE YOUR HAND TEXAS FOUNDATION INITIATIVE

RaisingSchoolLeaders.org

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**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.
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)

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.