



CURRICULUM, RESEARCH, and INSTRUCTIONAL LEADERS CONFERENCE

REQUEST FOR PRESENTATION PROPOSALS

June 24-27, 2019

San Diego, CA

The Great Exchange: Shining a light on solutions that address the needs of our lowest performing students

Proposals MUST be submitted online by Midnight, May 3, 2019 EST

Presentations should address problems of practice impacting student achievement in urban districts. Our goal is to provide members with examples of projects or initiatives that have the power to inform their planning and their work improving outcomes for marginalized student groups (e.g., students with disabilities, English learners, young men of color, etc.).

STRANDS FOR THE 2019 ANNUAL CURRICULUM, RESEARCH, AND INSTRUCTIONAL LEADERS CONFERENCE

- 1. Using data to a) identify pockets of success across the district and b) illuminate the needs of poor performing students and student groups***
- 2. Addressing unfinished learning during Tier 1 instruction and building a strong Tier I instructional program***
- 3. Developing student thinking, grit, and resilience through complex and rigorous instruction***

Presentation Content:

- The presenter must be a **Council member** district leader and may include slides or references to company products that support the work of the district. Sessions are intended for educational purposes only and are NOT commercial forums. However, a presentation may include a discussion of a product that is being used successfully in a school district.
 - Speakers should refrain from product endorsement. Focus on how you know it is working in the district. Just the facts, please!
 - Under no circumstances should your session be used for promotional purposes or for advancing monetary self-interest.
- Speakers are responsible for ensuring that the content of their presentation is compliant with all copyright laws.

Financial and Registration Policies for presentations during the June meeting:

- CGCS does not pay speaker expenses or provide an honorarium.
- District representatives and companies represented in presentations must be registered for the conference

You will receive **confirmation** that your proposal has been accepted by email no later than **Friday, May 24, 2019**.

STRAND DESCRIPTIONS AND GUIDING QUESTIONS

1. *Using data to a) identify pockets of success across the district and b) illuminate the needs of poor performing students and student groups (including, but not limited to, special education students, English learners, etc.)*

This strand focuses on the collection and application of evaluation data on district initiatives and projects. Include a brief synopsis that can be printed in the conference program addressing one or more of the following questions:

- How have you identified pockets of success across your district for specific students or student groups?
- What formal and informal evaluations have you conducted within your district?
- What steps have you taken in response to positive or negative evaluation data on various programs or projects?
- What outcomes and successes can you share in using data to inform and improve districtwide programs? What areas are still in progress?
- What have you learned, and what advice do you have for other districts?
- What are some of the key staffing needs/roles in evaluating district programs?
- What are models of professional development and/or best practices for ensuring your district maintains a continuous improvement mindset?

2. *Addressing unfinished learning during Tier 1 instruction and building a strong Tier I instructional program for all students (including, but not limited to, special education students, English learners, etc.)*

This strand focuses on the importance of improving Tier I instructional programming not only as a curricular improvement issue but as a matter of equity and leadership. A strong Tier 1 program guarantees all students access to college-and-career-readiness standards rather than being relegated to Tier 2 and Tier 3 intervention programs. Include a brief synopsis that can be printed in the conference program addressing the following questions:

- How are Tier I improvement goals, strategies, and processes developed and communicated to all stakeholders?
- For students who arrive at a grade level with unfinished learning, what supports are you providing teachers to address their needs during Tier I instruction?
- What blend of tools and resources have you combined to improve the learning outcomes for your lowest performing students, and what were their learning outcomes?
- How are principal supervisors and curriculum leaders working collaboratively to support this work?
- What professional development has been required for principals and teachers to support the focus on improving Tier 1 instruction?
 - How are you supporting all teachers in creating a classroom culture that promotes a “growth mindset in terms of student potential and achievement? How are principals supported?
 - What is being done to support teachers in creating opportunities for all students to learn?
 - If you are using a commercial product for Tier 1 or Tier 2, what were the strengths and how did you need to modify, supplement, or refine it?

- What happens when there is a push to move students into Tier 2 or Tier 3 intervention rather than improving Tier 1 instruction when student performance lags?
- What processes or mechanisms are used to measure the degree and quality of implementation?
- What outcomes and successes can you share? What areas are still in progress?
- What have you learned, and what advice do you have for other districts?
- How does your district ensure that students have access to the arts and other courses and use these courses to shore up math, English language arts, science and other core instructional needs?

3. *Developing student thinking, grit, and resilience through complex and rigorous instruction*

This strand focuses on the strategic selection and/or development of programs and initiatives that promote productive struggle, emphasize complex thinking skills, and allow students routinely practice with challenging tasks, texts, and assignments. Include a brief synopsis that can be printed in the conference program addressing the following questions:

- What processes or mechanisms are used to measure the degree and quality of program implementation? How are you measuring whether all students are required to develop complex thinking?
- What outcomes and successes can you share? What areas are still in progress?
- What issues have arisen and how are they resolved?
- How are teachers, principals, and principal supervisors engaged in the development – and supported in the implementation – of the work so that developing complex thinking is an expectation for all students?
- How are you leveraging and integrating district expertise and resources to ensure that students have multiple opportunities during the day to engage with tasks that support a growth mindset? What is the district doing to ensure teachers exhibit and model these characteristics?
- What have you learned, and what advice do you have for other districts?

REVIEW CRITERIA

Proposals will be reviewed by a Proposal Review Committee using the following criteria:

- The proposal clearly indicates that the session:
 - Addresses the intent of the strand selected
 - Aligns to one or more of the guiding questions from the strand
 - Involves topics important to research, curriculum, and/or instructional leaders
 - Integrates current research and effective practices in education
 - Addresses the educational needs of low performing students and diverse populations including, but not limited to, students with special needs, English learners, and young men of color
 - Involves audience participation

Click [here](#) to submit a presentation proposal and thank you for your submission.