



Empowering Teacher Learning

Monday, October 21, 2019

8:30 a.m.–11:45 a.m.

Carnegie Endowment for International Peace,
Root Room

1779 Massachusetts Ave NW,
Washington, DC 20036

A forum to showcase innovative models of teacher-led learning and professional development that can transform schools into spaces where teachers are driving improvement through their own learning and leadership.

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AGENDA

#EmpoweredEdPD

Registration and Light Breakfast | 8:30–9:00 a.m.

Welcome and Introduction

Steve Wojcikiewicz | Senior Researcher and Policy Advisor, Learning Policy Institute | @LPI_Learning

Research Presentation

Effective, Empowering Teacher Learning

Maria E. Hyler | Deputy Director, Washington DC Office and Senior Researcher, Learning Policy Institute | @teacherneh @LPI_Learning

Panel Discussion

Lessons From the Field

- **Peggy Brookins** (moderator) | President and CEO, National Board for Professional Teaching Standards | @Pbrookins44 @NBPTS
 - **Lily Eskelsen Garcia** | President, National Education Association | @Lily_NEA @NEAToday
 - **Cecilia Pattee** | National Writing Project Teacher-Consultant, Boise State University Writing Project | @CeciliaPattee @writingproject
 - **Sara Qatabi** | High School Social Studies Teacher, Claremont International High School | @IntlsNetwork
 - **Angela Hillery Stegall** | Teacher/Peer Support Provider, Instructional Leadership Corps | @ilceducators
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Panel Discussion

Advancing Policies to Support Empowering Teacher Learning

- **Maria E. Hyler** (moderator) | Deputy Director, Washington DC Office and Senior Researcher, Learning Policy Institute | @teacherneh @LPI_Learning
 - **Michaela Miller** | Deputy Superintendent, Washington State Office of Superintendent of Public Instruction | @michaelawmiller @waOSPI
 - **Nikki Mouton** | Senior Vice President, Business Development, Consulting, Content, Learning Forward | @NikkiMouton4 @learningforward
 - **Randi Weingarten** | President, American Federation of Teachers | @Rweingarten @AFTunion
 - **Monica E. Goldson** | Chief Executive Officer, Prince George's County Public Schools, MD | @DrMonicaCEO @PGCPS
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Closing

SPEAKER BIOS

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Peggy Brookins, NBCT, is the President and CEO of the National Board for Professional Teaching Standards (NBPTS). She previously served as a Board member and Executive Vice President for NBPTS. Prior to joining NBPTS, she co-founded the Engineering and Manufacturing Institute of Technology at Forest High School in Ocala, FL, where she served as Director and mathematics instructor. She has served on the boards of inBloom, the Conference Board of Mathematical Sciences Ad Hoc Committee on Teachers as Professionals, the Content Technical Working Group for the Partnership for Assessment of Readiness for College and Careers, and the Council for the Accreditation of Educator Preparation. She serves on the Advisory Board of Digital Promise and the Board of Trustees of the National Center on Education and the Economy. @Pbrookins44 @NBPTS

Lily Eskelsen García is president of the National Education Association (NEA), the nation's largest labor union, representing three million educators. She began her career in education as a school lunch lady and became Utah's Teacher of the Year in 1989. Eskelsen García is the first Latina to lead the NEA and one of the country's most influential Hispanic educators. Prior to assuming the top post at NEA, she served two terms each as Vice President and Secretary-Treasurer. She serves as Vice President of Educational International, pursuing a common course of action on issues like collective bargaining, raising student achievement, and adequate funding. @Lily_NEA @NEAToday

Monica E. Goldson is Chief Executive Officer of Prince George's County Public Schools (PGCPS). She previously served as Interim Chief Executive Officer and Deputy Superintendent of Teaching and Learning, where she successfully advocated for increased school funding, student supports, and public-private partnerships to enhance school construction capacity. A product of the county schools, Goldson has spent her entire career in PGCPS, starting as a mathematics teacher, then steadily climbing the ranks from the classroom to district leadership. Goldson currently sits on the board of directors for Nonprofit Prince George's. She is a member of Leadership Greater Washington and an adjunct professor at The George Washington University, Howard University, and Morgan State University. @DrMonicaCEO @PGCPS

Maria E. Hyler serves as the Deputy Director of the Learning Policy Institute (LPI)'s Washington, D.C. office. She co-leads LPI's Educator Quality team and directs the Educator Preparation Laboratory (EdPreLab), a collaboration with Bank Street College to strengthen teacher and leader preparation for deeper learning and equity. Prior to joining LPI, Hyler served as an Assistant Professor of Teacher Preparation and Professional Development in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland, College Park. She began her career teaching 10th and 11th graders in Belmont, CA, where she achieved National Board Certification in Adolescent Young Adult English Language Arts. @teacherneh @LPI_Learning

Michaela Miller is the Deputy Superintendent at the Washington State Office of Superintendent of Public Instruction (OSPI). She oversees divisions that help districts and schools prepare students for post-secondary aspiration, careers, and life. Prior to her appointment as Deputy Superintendent, Miller was the Director of Outreach and Engagement for the National Board. Previously, she was the Director of Washington's Teacher and Principal Evaluation Project, National Board Certification Program, and Beginning Educator Support Team (BEST) for OSPI. From 1995–2007, Miller taught high school, facilitated National Board candidates, and mentored new teachers in the North Thurston Public Schools. @michaelawmiller @waOSPI

Nikki Mouton is Senior Vice President of Learning Forward, where she supports systems in designing, implementing, and evaluating professional learning that increases the capacity of system, school, and classroom leaders. A skilled educator with 20+ years of experience in education, Mouton previously worked for Dallas Independent School District, Gwinnett County Public Schools, and Atlanta Public Schools in various capacities, including as a teacher, science director, model teacher leader/facilitator, executive director of staff development, and deputy chief academic officer. After years as a teacher, she worked in roles focused on the growth and development of teachers and leaders—district instructional coach, for-profit school consultant, content director, and professional developer. @NikkiMouton4 @learningforward

Cecilia Pattee is a National Writing Project (NWP) Teacher-Consultant at the Boise State University Writing Project. She is on a leadership team for NWP as a Thinking Partner for several sites participating in the College, Career, and Community Writers Program (C3WP), a professional development program that provides teachers with instructional resources and formative assessment tools for the teaching of evidence-based argument writing. Her passion is working with English language learners, helping educators implement best practices for all students, and improving education for all learners. @CeciliaPattee @writingproject

Sara Qatabi is a Global Studies teacher at Claremont International High School in the Bronx, where she teaches 9th and 10th grade to all English language learners. She graduated from an Internationals high school and is now an active participant in the Internationals Network for Public Schools Professional Development Committee, through which she develops workshop ideas, leads professional development workshops, and shares information back to her school community. She has led workshops on project-based learning; experiential learning through classroom debates; and getting to know students through the lens of their culture, values, and experiences. @IntlsNetwork

Angela Hillery Stegall is an English teacher, Academic Decathlon coach, and department chairperson at Marysville High School, in the community where she grew up. She is also a veteran member and peer support provider within the Instructional Leadership Corps (ILC), where she continues to work on growing local capacity through teacher-led professional development. Currently, as local union president, she is pursuing the establishment of a professional development committee in her district in order for teachers to have a voice and input in the selection, presentation, and evaluation of professional development activities. @ilceducators

Randi Weingarten is President of the 1.7 million-member American Federation of Teachers (AFT), AFL-CIO. At her direction, the AFT developed a model to transform teacher evaluations from a way of simply rating teachers to a tool for continuous improvement and feedback. She has also led an AFT committee that called for all prospective teachers to meet a high entry standard—as in medicine or law—so that they're prepared from the day they enter the classroom. Weingarten's column "What Matters Most" appears in the New York Times' Sunday Review the third Sunday of each month. @Rweingarten @AFTunion