

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report to School Board of Trustees

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please **TYPE** the following information.

Staff Member: *Heather Moyle*

School: *District Office*

Assignment: Conference Attended: Learning Forward 24

Location of Conference: Dates Attended: Denver CO, December 7th-11th

General Overview: The **Learning Forward Annual Conference** is an event focused on professional learning for educators. I was able to attend multiple sessions on my topics of interest, plus choose from more than 200 other sessions focused on high-quality professional learning. I was also able to: network with other educators who are experiencing similar challenges; Stay on top of best practices from leaders in the field; see first-hand the kinds of dynamic, interactive learning experiences that rejuvenate and refresh educators at all levels; and, most importantly, I have access to a wide array of valuable tools, resources, and journal articles essential for my sustained learning

How will this positively impact student learning?

This event provided me with new research-based strategies I can implement immediately that lead to improvements in student outcomes. This conference not only fits well within our district's strategic priorities, it fulfilled my personal learning goals.

How will I implement what I learned and how will I share this information with my colleagues?

I plan to share my learning with my team and other staff as needed. I can do so by sharing session presentations, handouts, and written summaries. I will model learning strategies I discovered and host mini workshops with teachers and leaders.

Listed are the following sessions I attended:

A Case for Dignity: Helping People

Explore ways to create an environment within which everyone can learn. Gain clarity on dignity, the essential condition for healthy school, classroom, and work cultures. Learn how to create an accountability system for dignity and, as a result, confront disproportionality and bring belonging, engagement, and performance to new heights.

Good Conflict: Skillful Response for Positive School Change

Discover the difference between destructive and productive conflict and its impact on equitable systemic change. Gain a deeper awareness of your conflict styles, explore foundational conflict theory like the physiology and predictable stages of conflict, and practice using a tool that has worked across multicultural settings for identifying positive action steps that transform conflicts.

Four Hats of Shared Leadership

Experience the concept of four hats of shared leadership, which offers both guiding frameworks and sets of practical tools for anyone in a leadership position. Discuss how schools are adaptive in nature, where all players learn to wear all four hats of leadership: facilitating, presenting, coaching, and consulting. Consider how these hats give structure and support to the roles that leaders play in developing self-directed groups.

Instructional Belonging

Create a system of accountability for belonging in your classroom by applying this four-step process that centers dignity and feedback within instruction. Develop confidence in prioritizing and advocating for belonging as a human need, engagement activator, achievement platform, and equity foundation. Walk away with a profound frame, pragmatic strategies, and plenty of ideas to immediately use with students to co-create belonging and ensure opportunity for peak learning and success.

Creating Neurodiverse Environments

Explore strategies for building classrooms that are affirming of neurodiversity. Gain a comprehensive understanding of the concepts of neurodiversity and neurodivergence and the importance of reducing the need for students to mask their differences. Learn practical strategies for supporting neurodivergent students, such as normalizing accommodations, implementing Universal Design for Learning practices, encouraging collaborative team teaching, and using language that promotes belonging.

Prioritizing Wellness in Schools for Student Success

Learn how district leaders help their community understand why prioritizing wellness in schools is critical to students' academic and social-emotional success. Experience how embracing student voice and building adult capacity are critical to the implementation of wellness competencies within a school culture. Examine an existing wellness framework and explore why the psychology of mattering and the depth of student relationships are integral in student and teacher success.

Other Comments:

Thank you for the opportunity to attend this extraordinary event!

Principal/Supervisor Approval Director/Deputy Superintendent Approval

Site: District Office: 12-12-2024