Agenda
Santa Clara, CA • June 25–27

Monday, June 25

6:30–8:00 a.m.	Registration	Great America Lobby
	Continental Breakfast	Exhibit Hall B
8:00–9:45 a.m.	**Keynote**—Tim Brown *Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process*	Exhibit Hall C/D
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	(See pages 3–5)
11:30 a.m.–12:30 p.m.	Lunch (provided)	Exhibit Hall B
12:30–2:00 p.m.	**Breakout Sessions**	(See pages 3–5)
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	**Panel Discussion**	Exhibit Hall C/D
	Brainstorming Session—Timothy D. Kanold *Spotlight on the PLC Work of Central Office Leaders*	Mission City B5
	Brainstorming Session—Maria Nielsen *Celebrating Learning for All on AllThingsPLC*	Mission City B4

Tuesday, June 26

7:00–8:00 a.m.	Registration	Great America Lobby
	Continental Breakfast	Exhibit Hall B
8:00–9:45 a.m.	**Keynote**—Mike Mattos *Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools*	Exhibit Hall C/D
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	(See pages 3–5)
11:30 a.m.–12:30 p.m.	Lunch (provided)	Exhibit Hall B
12:30–2:00 p.m.	**Breakout Sessions**	(See pages 3–5)
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	**Team Time**	Exhibit Hall C/D

Wednesday, June 27

7:00–8:00 a.m.	Continental Breakfast	Exhibit Hall B
8:00–9:30 a.m.	**Breakout Sessions**	(See pages 3–5)
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—Anthony Muhammad *The Will to Lead: Working Together to Create a PLC Culture*	Exhibit Hall C/D

Agenda is subject to change.

Breakouts at a Glance

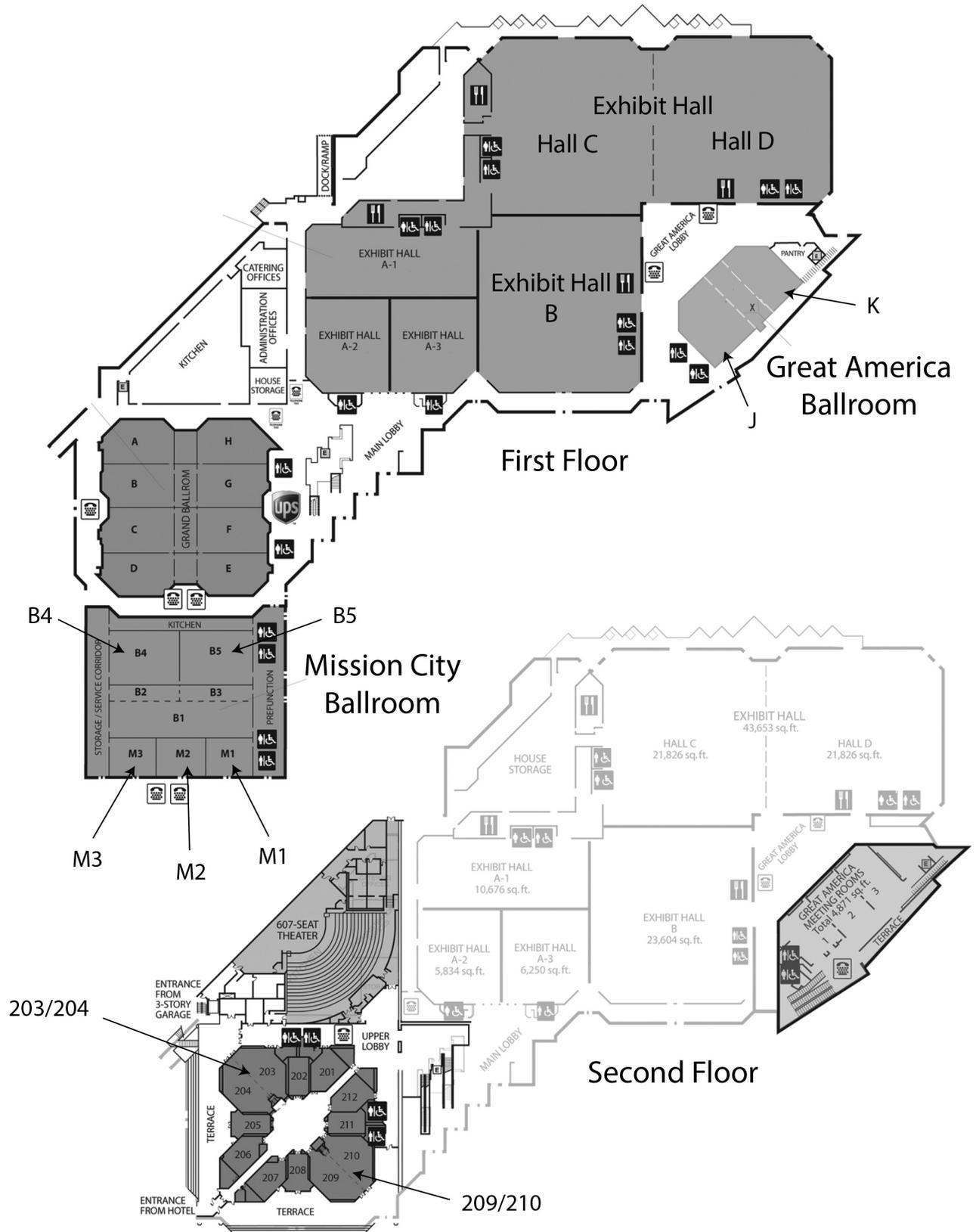| Presenter & Title	Monday, June 25		Tuesday, June 26		Wednesday, June 27
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Tim Brown					
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset	Exhibit Hall C/D			Great America J	
Raising Questions and Finding Answers in Our Grading Practices		Great America J			Great America J
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			Great America J		
Brian K. Butler					
What About Us? The PLC at Work Process in Early Childhood	203/204			203/204	
The Answer Is in the Room: Taking Collective Responsibility for English Learners at All Levels		203/204			
Ensuring Teams Engage in the Right Work			203/204		203/204
Heather Friziellie					
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 1)	Mission City M2				
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 2)		Mission City M2			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			Mission City M2		
Unpack and Make Yourself Comfortable: Answering Critical Question One				Mission City M2	
Marc Johnson					
Okay, So We're a Team. Now What?	Mission City M3			Mission City M3	
So Who's Leading This Thing? I Guess We All Are!		Mission City M3			Mission City M3
Collaboration Rocks! Cultivating a Collaborative Culture to Support the Work of Teams			Mission City M3		

Breakouts at a Glance

Presenter & Title	Monday, June 25		Tuesday, June 26		Wednesday, June 27
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Timothy D. Kanold					
HEARTPRINT: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	Mission City B5				Mission City B5
Getting to the HEART of Central Office and School-Site PLC Leadership and Coaching!		Mission City B5			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			Mission City B5		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				Mission City B5	
Michelle Marrillia					
The Case for Coaches in Professional Learning Communities	Mission City M1			Mission City M1	
Turning Data Into Successful Classroom Instruction		Mission City M1			Mission City M1
Urban Turnaround: From Priority to Proficiency			Mission City M1		
Mike Mattos					
Building the Collaborative Culture of a Professional Learning Community at Work (Part 1)	Great America J				
Building the Collaborative Culture of a Professional Learning Community at Work (Part 2)		Great America K			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			Exhibit Hall C/D		
Simplifying Response to Intervention: How to Create a Highly Effective, Multitiered System of Supports				Exhibit Hall C/D	
The Power of One: Creating High-Performing Teams for Singleton Staff					Great America K
Anthony Muhammad					
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn	Great America K				
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change		Exhibit Hall C/D			
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			Great America K		
Collaboration Is a Lifestyle, Not a Meeting!				Great America K	
Getting Started: Building Consensus and Responding to Resisters					Exhibit Hall C/D

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Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	Mission City B4		Mission City B4		
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		Mission City B4			Mission City B4
Digging Into the Data Without Getting Bogged Down				Mission City B4	
Sarah Schuhl					
Focusing Teams and Students With Learning Targets	209/210				
Creating Common Assessments for Team and Student Learning		209/210		209/210	
Data, Data, Data: What Do We Need? What Do We Do With It?			209/210		
Mathematics Lessons That Matter: Formative Assessment Processes for Learning Every Day					209/210

Agenda is subject to change.

Santa Clara Convention Center

Exhibit Hall

Hall C **Hall D**

EXHIBIT HALL A-1

Exhibit Hall B

EXHIBIT HALL A-2 EXHIBIT HALL A-3

CATERING OFFICES

ADMINISTRATION OFFICES

KITCHEN

HOUSE STORAGE

DOCK/RAMP

GREAT AMERICA LOBBY

PANTRY

X

K

J

Great America Ballroom

First Floor

MAIN LOBBY

GRAND BALLROOM

A H
B G
C F
D E

UPS

B4 — B4
B5 — B5

KITCHEN

STORAGE / SERVICE CORRIDOR

PREFUNCTION

B2 B3
B1

M3 M2 M1

Mission City Ballroom

M3
M2
M1

EXHIBIT HALL 43,653 sq. ft.

HALL C 21,826 sq. ft. HALL D 21,826 sq. ft.

HOUSE STORAGE

EXHIBIT HALL A-1 10,676 sq. ft.

EXHIBIT HALL B 23,604 sq. ft.

EXHIBIT HALL A-2 5,834 sq. ft. EXHIBIT HALL A-3 6,250 sq. ft.

GREAT AMERICA LOBBY

GREAT AMERICA MEETING ROOMS Total 4,871 sq. ft.

1 2 3

TERRACE

607-SEAT THEATER

ENTRANCE FROM 3-STORY GARAGE

UPPER LOBBY

MAIN LOBBY

Second Floor

203/204

203 202 201
204
212
205 211
206 210
207 208 209

TERRACE

ENTRANCE FROM HOTEL

TERRACE

209/210

Keynote Session Descriptions

Tim Brown
Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process

This keynote is a call to action to energize individual and collective efforts to create schools of high expectations through the PLC process. In 1997, University of Tennessee researchers S. Paul Wright, Sandra P. Horn, and William L. Sanders reported, "As a result of analyzing the achievement scores of more than 100,000 students across hundreds of schools, the conclusion is that the most important factor affecting student learning is the teacher." More recent studies by Dr. John Hattie have concluded that not only are teachers the key contributors to student learning, but their impact is most profound when they work together to evaluate their effect on student learning. To attain high achievement in every classroom, unsurpassed collaboration must become a school's priority.

Tim Brown sets the stage for the next two and a half days of learning by discussing the three big ideas of the PLC at Work process, their connection to beliefs and practices, and what it means to commit to a focus on learning, to work collaboratively, and to be accountable to a school's mission, vision, values, and goals.

Mike Mattos
Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools

Becoming a professional learning community requires more than committing to the collaborative practices proven to best ensure learning. A PLC must also be willing to discontinue policies and procedures that are counterproductive to student success. Unfortunately, many schools stubbornly hold on to myths—widely held beliefs that are false—that justify teacher isolation and student failure. Mike Mattos discusses essential practices that are required to ensure high levels of learning for every student and challenges the educational mythology that is holding us back.

Outcomes include:
- Learning the five essential practices of the PLC at Work process
- Identifying school myths and inaccurate beliefs that are counterproductive to collaboration and student learning
- Understanding how these myths lead to practices, policies, and procedures that inhibit student learning
- Beginning a "stop-doing" list for schools and districts
- Embracing a commitment and assurance that the academic success of every student is possible

Anthony Muhammad
The Will to Lead: Working Together to Create a PLC Culture

This keynote explores the connection between school culture and successful PLC implementation. The collective belief systems, values, and behaviors of educators have a major impact on the success or failure of a PLC journey. Effective leadership is the catalyst to developing high-performing PLCs. Anthony Muhammad explores strategies that inspire, enlighten, and push people to do great things for students and, contrarily, exposes ill-conceived strategies and behaviors that inhibit momentum and productivity.

Participants gain insight into:
- What current research teaches us about human motivation
- Which leadership behaviors undermine the purpose of a PLC
- Practical strategies to improve their ability to lead others to higher levels of performance

Brainstorming Session Descriptions

Timothy D. Kanold
Spotlight on the PLC Work of Central Office Leaders
Central office personnel share their biggest obstacles toward full implementation of the PLC process in their district. Timothy D. Kanold, a former school superintendent, facilitates the discussion and provides an opportunity to brainstorm solutions using an engaging, meaningful dialogue process.

Maria Nielsen
Celebrating Learning for *All* on AllThingsPLC
Has your organization demonstrated a commitment to PLC concepts? Is the evidence of student learning the pride of your teams? Do you want the world to celebrate your community's dedication to ensuring high levels of learning for *all*?

Discover how to shine the spotlight on your organization's PLC journey. This brainstorming session provides information, guidance, and support to school and district leaders and leadership teams who want the right work they engage in every day to be widely recognized and for their schools to be seen as models of the PLC at Work process. After a brief overview of the guidelines, criteria, and application process for official recognition, PLC associates and Solution Tree staff answer participants' questions. Attendees are provided time to begin the application process and have access to other practitioners whose organizations have received this honor.

Schools recognized as models of the PLC process are eligible to apply for the 2019 DuFour Award, a $25,000 cash award to be presented during a ceremony at the 2019 Summit on Professional Learning Communities at Work in Phoenix, Arizona.

Breakout Session Descriptions

Tim Brown
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset
Educators in schools with a focus on learning promote a strong sense of self-efficacy in their students. Several recent studies show this is one of the greatest factors of student motivation and engagement. Participants examine the essential characteristics for building student self-efficacy and a growth mindset through data notebooks. Tim Brown shares products teams have developed to engage and empower students in self-reporting and reflection.

This session addresses these questions:
- What are the key components of a highly motivated and engaged classroom?
- What products do teams create to improve student learning and ensure self-efficacy in the PLC process?
- How can teachers effectively use these products to help students own their learning?

Raising Questions and Finding Answers in Our Grading Practices
Talking about grading practices is often a touchy subject, full of emotions, opinions, and personal beliefs. However, when schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine policies, practices, and guidelines to see if they support the principles of learning. Tim Brown shows how a staff can engage educators in a collaborative process committed to grading practices that are aligned with learning outcomes.

Participants discuss these essential questions:
- What do principles of learning, student motivation, and grading have in common?
- What are the reasons and rationale behind changes in grading practices?
- What grading practices and guidelines do successful teams and schools implement?

Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration
Daniel Goleman, author of *Emotional Intelligence: Why It Can Matter More Than IQ*, argues that explicitly stated values are one of the most powerful steps teams can take toward becoming exemplary. Developing a common vision of instruction, assessment, and interventions at the classroom, team, and schoolwide levels are critical steps in the PLC process. Tim Brown shares strategies and provides helpful examples for developing collective commitments and common vision.

Outcomes include:
- Understanding the importance of developing explicit commitments with members of a team
- Participating in strategies for developing collective commitments as a team
- Exploring processes and protocols that make values more than a one-time event

Breakout Session Descriptions

Brian K. Butler
What About Us? The PLC at Work Process in Early Childhood
For years, schools have focused on implementing the PLC at Work process in the K–12 system. However, many preschool programs want to know how to make this process work for their schools and children, too. 2016 DuFour Award recipient Mason Crest Elementary addresses this and goes deeper. Through the powerfully collaborative and data-driven process of PLCs, the school combined a preschool special education class with a general education preschool Head Start class and dispelled the myth that students with early learning challenges could not achieve developmental milestones. Indeed, they could even exceed them.

Outcomes include:
- Learning the administrative team's role in supporting the preschool collaborative team
- Experiencing the power of common assessments and acquiring the preschool team data analysis protocol used to assess effective practices and to flexibly and seamlessly group students during their play activities to give appropriate support and challenge
- Understanding how shifting teacher mindsets and teacher talk ensures high expectations for all
- Exploring how children still learn through play and how teachers can change their approach to that time

The Answer Is in the Room: Taking Collective Responsibility for English Learners at All Levels
Participants engage in learning about how two schools, Baldwin Park High School in California and 2016 DuFour Award recipient Mason Crest Elementary School in Virginia, take collective responsibility to ensure high levels of learning for all EL students.

Outcomes include:
- Understand how school culture affects the success or failure of English learners.
- Learn how a high school took collective responsibility for all English learners by confronting the brutal facts of their current reality.
- Observe and reflect on specific schoolwide structures needed to support collaboration among all staff and the role of the English language teacher in these meetings.

Ensuring Teams Engage in the Right Work
Taking a page from *School Improvement for All: A How-To Guide for Doing the Right Work* (Solution Tree Press, 2017) by Sharon Kramer and Sarah Schuhl, participants delve deep into the right work of teacher teams. Kramer and Schuhl state, "The best way to describe, clarify, and monitor the task of teams is to delineate the products that they would create from answering the four questions of learning" which drive the work of collaborative teams (p. 22). Participants gain absolute clarity on what this looks, feels, and sounds like at the team level.

Outcomes include:
- Gaining an understanding of the impact that doing the right work can make on culture and student achievement
- Acquiring a team protocol for complementing defined tasks, products, and artifacts that come out of answering the four critical questions of learning
- Assessing where teams are regarding each task
- Observing a team using artifacts and products to complete a task

Breakout Session Descriptions

Heather Friziellie
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Parts 1 & 2)
Warning: This work is not for the faint of heart! When teams commit to the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that "All really does mean all!" Once team members collectively make that commitment and understand how we got here, they must then define what improvement looks like and how to get there. Heather Friziellie challenges participants to examine their professional beliefs before delving into collaborative structures, the importance of scaffolding, what tailored instruction does and does not look like, and ideas and examples that have resulted in improved outcomes for all students.

Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools
Schools that function as PLCs must ultimately do two things: 1) build a collaborative culture to promote continuous adult learning, and 2) create structures and systems that provide students with additional time and support for learning. After examining the key ingredients of systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies to collaboratively:
- Examine core beliefs.
- Respond to each student's learning needs in a timely, directive, and systematic way.
- Utilize resources (human, material, and temporal) in different ways.
- Utilize data to drive intervention.
- Examine the most common RTI mistakes.
- Make celebrations part of school culture.

Unpack and Make Yourself Comfortable: Answering Critical Question One
This session briefly lays the groundwork for committing to a guaranteed and viable curriculum before delving into a process of prioritizing and unpacking. Participants first examine the "why" of establishing a guaranteed and viable curriculum. Then, the process—starting at the standards level—for teams to work through a protocol to deeply understand, prioritize, and pace the learning standards into a meaningful learning progression of activities that lead to student mastery via scaffolding to assess student progress. Time will be allocated for participants to engage in the work and reflect on ways to take the process back to their collaborative teams.

Breakout Session Descriptions

Marc Johnson
Okay, So We're a Team. Now What?
Focused collaboration is the key to high-performing teams. Rebecca DuFour states, "It's not, 'Did we spend time together?' but rather, 'Did the time we spent together impact our work?'" The aim is to ensure that teams stay focused on learning in a collaborative culture driven by results rather than intentions. This session explores ways to develop clarity on the focus of collaborative work and the flow of the work required for teams to respond to the four critical questions of a PLC through their actions.

Participants in this session:
- Develop clarity in their work through team actions in response to the four critical questions of a PLC.
- Explore tools that help teams stay focused.
- Engage in the work of a collaborative team that connects adult actions to student outcomes.

So Who's Leading This Thing? I Guess We All Are!
Every high-performing team has a leader who influences and inspires it, but in systems where high-performing teams exist, leadership roles are also dispersed at all levels throughout the organization. No one person leads alone; rather, team leaders exist at multiple levels of the organization. Understanding the role of leaders and having clarity around what is expected in that role are essential. As Mike Schmoker writes, "Clarity precedes competence." Marc Johnson helps clarify the leadership role in teams, how to develop a systemwide view of leadership, and how to develop leadership capacity.

Participants in this session:
- Discuss leadership characteristics and challenges.
- Explore the role of leadership at the district, site, and team level.
- Discover tools and strategies to strengthen teams and develop leadership capacity.

Collaboration Rocks! Cultivating a Collaborative Culture to Support the Work of Teams
Cultivating a culture of collaboration is the second big idea of a PLC at Work. All too often, educators treat shaping culture as little more than a feel-good moment at the start of a new school year. Guiding the development of an organization's culture requires deliberate, purposeful, ongoing action by leaders and team members at all levels. Marc Johnson provides an overview of elements that impact culture and essential contributions at all levels of the organization in shaping and guiding a collaborative culture.

Participants in this session:
- Develop an understanding of what most influences culture.
- Focus on the development of common intent through shared mission, vision, values, and goals.
- Experience a hands-on collaborative activity to help process the learning.

Breakout Session Descriptions

Timothy D. Kanold
HEARTPRINT: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!
Timothy D. Kanold draws from his bestselling book *HEART! Fully Forming Your Professional Life as a Teacher and Leader* to provide research, insights, and tools from thought leaders inside and outside education. He examines ways for educators to live an energetic and well-balanced professional life every day.

The relational expectations, give and take, and daily chaos of a PLC school culture can sometimes be overwhelming. By understanding the impact of their heartprint on others, participants can become more inspiring, more fully engaged in their work, and experience a magnified impact on students and colleagues—season after season!

Participants can expect to:
- Examine the H and the E elements of their HEART: their relational Happiness and how to become fully Engaged in their work.
- Discover ways to improve their relational intelligence and impact (heartprint) on others.
- Learn ways to pursue and sustain a well-balanced, high-energy personal and professional PLC life and the positive effects this can have on others.

Getting to the HEART of Central Office and School-Site PLC Leadership and Coaching!
PLC leaders affect risk-taking and change success and inspire others. Drawing from chapters in part 4: "R is for Risk" of his bestselling book *HEART!*, Timothy D. Kanold reveals the practical work of school leadership. He begins with the power of emotionally connecting others to the results of their effort, explores the risk-vision interdependency, and ends with the secret to entropy avoidance in leading the PLC culture.

As Dr. Kanold indicates, "As we become fully formed professionals, we tie our workplace heartprint to the results of our effort and seek to avoid entropy—chaos, disorganization, and randomness—in our daily work."

Participants learn how to:
- Use goal setting and results to help others measure the impact of their daily actions.
- Lead and create a vision for risk-taking and action interdependent with the measurable results of their work.
- Avoid the signs of entropy—chaos, disorganization, and randomness—for their area of PLC school leadership.

Breakout Session Descriptions

Timothy D. Kanold
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!
Based on the 2018 Solution Tree series *Every Student Can Learn Mathematics*, lead author Timothy D. Kanold explores how collaborative teams can achieve a level of improved student achievement through a balanced use of lower-level and higher-level cognitive-demand tasks with meaningful and formative feedback to students during instruction.

Dr. Kanold shares six research-affirmed lesson design criteria essential to inspiring student perseverance and sustained effort in mathematics class every day. He also shares sample mathematics tasks and online resources for teacher support.

Participants use the PLC mathematics lesson design model to:
- Examine the difference between relevant and meaningful mathematics content and vocabulary.
- Examine the effective and balanced use of lower-level and higher-level-cognitive-demand tasks during class.
- Consider the effective and balanced use of in-class student discourse for formative assessment feedback when students get stuck during the lesson.

Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!
Mathematics assessment can either inspire or destroy student learning. Based on the 2018 Solution Tree series *Mathematics in a PLC at Work: Every Student Can Learn Mathematics*, lead author Timothy Kanold explores the inspiring assessment, scoring, intervention, and grading routines of collaborative teams in a PLC culture.

Dr. Kanold reveals the criteria for creating high-quality unit assessments (quizzes and tests) and helps participants reflect upon and answer the formative question "Now what?" when an assessment is returned to the students. The session ends with a discussion about the research-affirmed criteria for high-quality mathematics homework routines and practices.

Participants in this session:
- Use high-quality mathematics unit-assessment-design protocols and discussion tools for evaluating the quality of current mathematics assessments.
- Develop formative strategies for student response, intervention, and ownership of learning during and at the end of a unit of study.
- Explore research and discussion tools to design highly effective mathematics homework routines and practices.

Michelle Marrillia
The Case for Coaches in Professional Learning Communities
Successful instructional coaches understand the balancing act of working with teams to help ensure the fidelity of the three big ideas of a PLC and also providing the time and support to individual teachers who need it. Learn how a tiered instructional coaching model can help drive the collaborative culture in your school. Participants will leave with sample coaching plans for training team leaders, specific support systems for struggling teams, and instructional leadership team protocols.

Learning outcomes include:
- Defining the role of coaches in professional learning communities
- Applying practical coaching strategies to develop and support team leaders in a PLC
- Determining next steps in building and sustaining an effective coaching model to support collaborative teams

Breakout Session Descriptions

Michelle Marrillia
Turning Data Into Successful Secondary Classroom Instruction
School systems are increasingly data-rich, but educators often struggle to use this data to differentiate instruction and provide timely feedback to meet the needs of every student. This session details practical approaches for effective and easy-to-implement reteaching strategies in multiple content areas in secondary classrooms. Michelle Marrillia provides specific examples of creating a system of regrouping and differentiated instruction based on assessment data.

Participants discover:
- How a collaborative team can use data to implement re-teaching strategies for students who do not learn the first time
- How to incorporate embedded academic advising for timely feedback
- A stoplight regrouping method for differentiated instruction

Urban Turnaround: From Priority to Proficiency
Urban schools face unique daily challenges. Learn how one urban school moved from the 10th percentile to the 87th percentile in four years and has continued to sustain its success by adhering to the tenets of a PLC. Participants examine the difference between PLC lite and a true professional learning community and discuss methods to bring meaningful change to any school.

Participants gain insights into:
- How schools move away from adult-centered behavior to student-centered learning
- The conditions necessary for a collaborative culture to exist
- The ongoing support teachers need to maintain a thriving PLC

Mike Mattos
Building the Collaborative Culture of a Professional Learning Community at Work (Parts 1 & 2)
Collaborative teacher teams are the engines that drive a professional learning community. In this two-part breakout, participants learn about the specific work of teacher teams, including the use of SMART goals, team norms, and the four critical questions that guide team collaboration. This breakout is highly recommended for participants new to the PLC process and for returning participants who want to evaluate and improve team collaboration.

Participants in this session:
- Study the specific work of teacher teams in the PLC at Work process.
- Define key vocabulary.
- Evaluate their current team progress.
- Learn how to use the book *Learning by Doing* as an ongoing resource.
- Acquire tools and sample products.

Breakout Session Descriptions

Mike Mattos
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools
The biggest obstacle most secondary schools face in providing interventions is not identifying which students need help but how to schedule the time needed to provide the help during the school day. This breakout provides real examples from a high-performing school on how it created time for supplemental and intensive interventions.

Participants learn specific steps to implement a flexible secondary intervention period, including how to:
- Determine what interventions to offer each week.
- Require students to attend specific interventions.
- Monitor student attendance.
- Allocate staff.
- Extend student learning.
- Address potential obstacles.
- Do all this within current teachers' contractual obligations.

Simplifying Response to Intervention: How to Create a Highly Effective, Multitiered System of Supports
How does your school respond when students don't learn? Compelling evidence shows that response to intervention (RTI)—also known as a multitiered system of supports (MTSS)—can successfully engage a school's staff in a collective process to provide every student with the additional time and support needed to learn at high levels. Yet, at many schools, this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices that are misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger, schoolwide framework required to successfully create a multitiered system of supports.

Outcomes include:
- Understanding the characteristics of the three tiers of the RTI process
- Connecting the work of teacher teams in a PLC to effective supplemental interventions
- Clearly defining the roles of classroom teachers, administration, and support staff in the RTI process

The Power of One: Creating High-Performing Teams for Singleton Staff
High-performing collaborative teams are the foundation for any professional learning community—the engines that drive the entire process! Nearly every school or district has educators who are singletons (the only person who teaches a particular course or grade level); educators who support multiple grade levels, such as a special education teacher or reading coach; or educators who provide supplemental support, such as a school counselor, psychologist, or librarian. How do these individuals fit into collaborative teams? This session offers guiding principles and real-life examples of how to create meaningful, powerful, collaborative teams for educators looking to connect to the *power of one*.

This session calls on participants to:
- Learn multiple ways to create meaningful, job-embedded teams for singleton staff.
- Consider teaming options for elective or specials teachers, special education staff, and staff who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

Breakout Session Descriptions

Anthony Muhammad
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn
This session focuses on systemic implementation of the four critical questions of a PLC. Participants gain a powerful understanding of what it takes to move from theory to practical, systemic implementation. The strategies Anthony Muhammad presents can be immediately applied when participants return to their schools.

Participants in this session:
- Practice developing essential standards and student outcomes.
- Learn the process for creating useful and valid common assessments.
- Discover how to methodically create an effective academic intervention system that meets each student's needs.

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change
This session explores the connection among personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for years and commonly hold that the primary culprit in the fight to overcome the achievement gap is our individual and collective thinking.

As a result of this session, participants understand:
- The true meaning and value of school culture
- The power of mindsets and their influence on educator effectiveness
- How to shift from damaging mindsets (superiority and inferiority) to high levels of efficacy (liberation mindset)

Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey
This session addresses two vital stages in the process of creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and reluctance to change. Anthony Muhammad leads an exploration of the theories linking school culture and student learning, and participants leave with practical strategies to start the process of transforming the culture at their schools and districts.

Learning targets include:
- Addressing counterproductive belief systems and forming a cohesive team of student advocates
- Analyzing and managing staff frustration
- Understanding the balance between support and accountability

Collaboration Is a Lifestyle, Not a Meeting!
How is a culture of collaboration created? How can an environment be implemented in which people embrace collective responsibility? This session addresses the collaborative characteristics of a high-performing PLC. Participants learn how teachers, support staff, school administrators, and central office work together to improve school performance. Anthony Muhammad also discusses staff resistance to change and the leader's role in building consensus.

Participants in this session:
- Construct and protect productive collaborative relationships.
- Create organizational coherence and ensure collaboration at all levels of the school community.
- Understand the balance between support and accountability.

Breakout Session Descriptions

Anthony Muhammad
Getting Started: Building Consensus and Responding to Resisters
Privatizing practice, isolation, and individual autonomy that have traditionally characterized teaching are the most significant barriers to building a school culture focused on continuous improvement. Anthony Muhammad addresses the questions: How can a faculty build consensus to effect significant change? and What are the most effective ways to respond to the concerns of those who resist even when the staff has decided to move forward?

Outcomes include:
- Defining consensus
- Applying the most effective strategies for building consensus
- Learning seven research-based strategies for addressing resistance

Maria Nielsen
The 15-Day Challenge: Win Quick, Win Often!
This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools across the country are using this simple learning–assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:
- Clarify the work of collaborative teams.
- Establish steps for a guaranteed and viable curriculum.
- Explore the learning–assessing cycle in a unit of study.

Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning
Maria Nielsen helps teachers move past "sit and get" in the classroom to a place where all students actively participate in learning. She shares engagement strategies to assess student understanding throughout a lesson or unit of study.

Participants can expect to:
- Explore the *nifty nine* best teaching strategies.
- Learn how to assess student learning by implementing engagement strategies.
- Identify the differences among assessment questions, open questions, and engagement questions.

Digging Into the Data Without Getting Bogged Down
How does a collaborative team employ essential learning outcomes to create common assessments and use the data to plan next steps for students? Participants experience the process of analyzing and responding to common formative assessments for interventions and extensions.

Learning outcomes include:
- Examining the process of creating and using common assessments
- Efficiently analyzing data as a team
- Mapping an assessment plan and using data to plan next steps

Breakout Session Descriptions

Sarah Schuhl

Focusing Teams and Students With Learning Targets

How can students articulate what they are learning? How can assessments be created to determine whether students are learning? Learning targets bring clarity to students and teachers about outcomes expected in each course or subject area. Participants gain insight about writing clear learning targets from standards. Sarah Schuhl discusses strategies for using learning targets to help students self-assess their progress and for collaborative teams to create and analyze common assessments.

Outcomes include:
- Examining how to write effective learning targets
- Developing strategies for using targets to involve students in their learning
- Discovering ways to create and analyze tests using learning targets

Creating Common Assessments for Team and Student Learning

Common assessments help students and teachers answer the second critical question of a PLC, "How do we know if students learned it?" What is the purpose of each assessment? How can they be used to help students identify what they have and have not yet learned? Participants explore considerations for writing quality common assessments and using them to involve students in their learning.

Outcomes include:
- Understanding a balanced assessment system
- Exploring considerations for item types to include on common assessments
- Learning how to use common assessments to help students self-reflect

Data, Data, Data: What Do We Need? What Do We Do With It?

The third big idea of a professional learning community is to focus on results. How do collaborative teams use data to 1) make informed decisions about assessment and instruction, 2) determine whether or not students have learned, and 3) involve students in the learning process? Participants explore ways to collect and organize data and consider how to respond to the results obtained. They also learn a protocol for analyzing assessment data in a PLC team.

Mathematics Lessons That Matter: Formative Assessment Processes for Learning Every Day

How will you know if students are learning the content and process standards for mathematics in daily lessons and units? Which effective tasks further develop student learning and how should they be used in class? Participants explore how collaborative teams use high-level tasks and lesson design to formatively assess student learning.

Participants examine the high-leverage actions of collaborative teams to understand the scope and purpose of the formative assessment process and explore the use of high-level tasks and the critical elements of effective lesson design.

Outcomes include:
- Understanding the daily formative assessment process in mathematics classes
- Exploring high and low level tasks
- Learning the critical elements of quality lesson design