

# Agenda

## Jacksonville, FL • May 30–June 1

### Wednesday, May 30

6:30–8:00 a.m.	Registration	Exhibit Hall Foyer
	Continental Breakfast	Grand Lobby
8:00–9:45 a.m.	<b>Keynote</b> —Rebecca DuFour <i>PLCs at Work: Lessons Learned and Next Steps</i>	Exhibit Hall A
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	(See pages 3–4)
11:30 a.m.–12:30 p.m.	Lunch (provided)	Grand Lobby
12:30–2:00 p.m.	<b>Breakout Sessions</b>	(See pages 3–4)
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	<b>Panel Discussion</b> <i>Receive practical answers from presenters to your most pressing questions.</i>	Exhibit Hall A
	<b>Brainstorming Session</b> —Timothy D. Kanold <i>Spotlight on the PLC Work of Central Office Leaders</i>	Ballroom South
	<b>Brainstorming Session</b> <i>Celebrating Learning for All on AllThingsPLC</i>	Ballroom North

### Thursday, May 31

7:00–8:00 a.m.	Registration	Exhibit Hall Foyer
	Continental Breakfast	Grand Lobby
8:00–9:45 a.m.	<b>Keynote</b> —Timothy D. Kanold <i>Coherence and Culture: Embracing the Why and the How of the PLC Life!</i>	Exhibit Hall A
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	(See pages 3–4)
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2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	<b>Team Time</b> <i>Presenters are available to aid in your collaborative team discussions.</i>	Exhibit Hall A

### Friday, June 1

7:00–8:00 a.m.	Continental Breakfast	Grand Lobby
8:00–9:30 a.m.	<b>Breakout Sessions</b>	(See pages 3–4)
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	<b>Keynote</b> —Robert Eaker <i>What Commitments Are You Prepared to Make—and More Importantly, Keep?</i>	Exhibit Hall A

Agenda is subject to change.

# Breakouts at a Glance

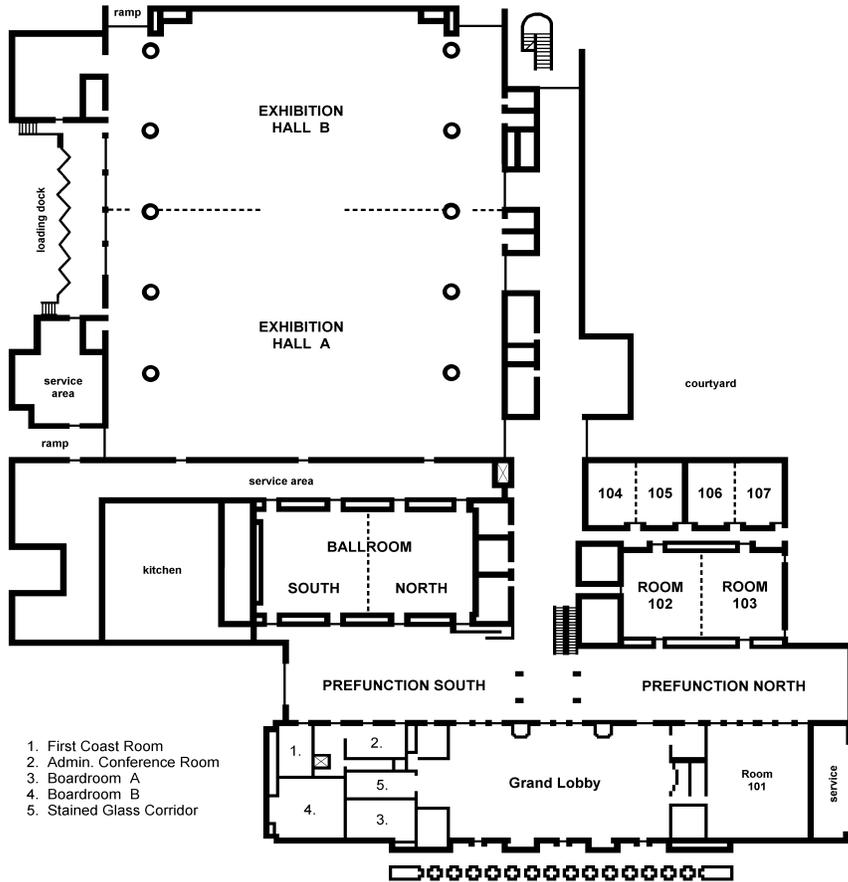
Presenter & Title	Wednesday, May 30		Thursday, May 31		Friday, June 1
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
<b>Brian K. Butler</b>					
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The Answer Is in the Room: Taking Collective Responsibility for English Learners at All Levels		Ballroom North			
Ensuring Teams Engage in the Right Work			Ballroom North		Exhibit Hall A
<b>Rebecca DuFour</b>					
Building the Collaborative Culture of a Professional Learning Community at Work (Part 1)	Exhibit Hall A				
Building the Collaborative Culture of a Professional Learning Community at Work (Part 2)		Exhibit Hall A			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			Exhibit Hall A		
Lights, Camera, Action! Setting the Stage for PLC Success in Elementary Schools				Ballroom North	
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# Breakouts at a Glance

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<b>Timothy D. Kanold</b>					
HEARTPRINT: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	Ballroom South				Ballroom South
Getting to the HEART of Central Office and School-Site PLC Leadership and Coaching!		Ballroom South			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			Ballroom South		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				Ballroom South	
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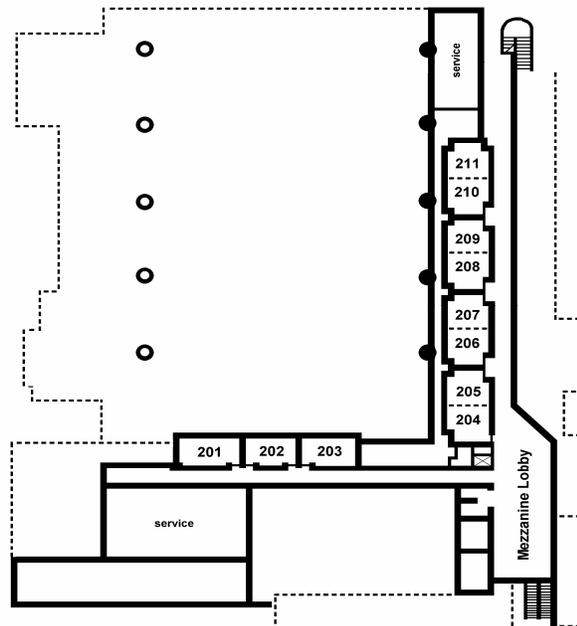
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# Prime F. Osborn Convention Center



Main Level

Mezzanine Level



# Keynote and Brainstorming Session Descriptions

## KEYNOTES



### **Rebecca DuFour**

#### **PLCs at Work: Lessons Learned and Next Steps**

This year marks the 20th anniversary of the publication of *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* (Solution Tree Press, 1998) by Richard DuFour and Robert Eaker. This seminal work culminated from years of research and implementation of the PLC process in numerous school settings.

Many books and resources, hundreds of events, and thousands of professional development days later, what have we learned from schools and districts around the world that have become high-performing PLCs? What are the next steps for educators who are committed to implementing and sustaining this powerful, continuous improvement process in their own schools and districts? In this keynote, Rebecca DuFour elaborates on lessons learned and provides recommendations for high-leverage next steps on the PLC at Work journey.

Outcomes include:

- Developing and reinforcing the common language of the PLC process
- Identifying characteristics of the PLC process that have remained constant over the decades
- Gaining new insights from practitioners who are implementing the PLC process
- Planning for high-leverage next steps on the PLC at Work journey



### **Robert Eaker**

#### **What Commitments Are You Prepared to Make—and More Importantly, Keep?**

Leaders of high-performing professional learning communities recognize that developing shared beliefs representing a district's or school's mission and vision is not enough. They move beyond building consensus around shared *beliefs* to leading a process that results in shared *commitments* to specific behaviors. The question, "What commitments are we prepared to make?" forms the framework for action within a PLC culture. Learn how shared commitments drive collaboration, planning, monitoring, celebrating, and decision making in PLCs to improve learning levels for every student, skill by skill, name by name.



### **Timothy D. Kanold**

#### **Coherence and Culture: Embracing the Why and the How of the PLC Life!**

Timothy D. Kanold applies an explicit focus to the four critical questions of a PLC at Work and illustrates how the answers to these questions can drive workplace coherence and transparency. He also examines the daily responsibility to contribute to the defined autonomy of the collaborative PLC culture.

This keynote is based on these assertions:

- All K–12 professionals work extremely hard to improve student learning and evidence supports this.
- The general lack of coherence to and equity in our professional work has dire consequences on student learning.
- K–12 professional educators can create the cultural conditions necessary to significantly influence adult and student learning.
- These PLC cultural conditions are not yet the norm in American schools.

# Keynote and Brainstorming Session Descriptions

## BRAINSTORMING SESSION

### **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.

## SPECIAL SESSION

### **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

## **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

## **Rebecca DuFour**

### **Building the Collaborative Culture of a Professional Learning Community at Work (Parts 1 & 2)**

Powerful collaborative teams are the fundamental building blocks of a professional learning community and a critical component in building a collaborative culture.

Learn how educators transform their congenial groups into high-performing collaborative teams, and get a sense of the specific work those teams undertake. Discover ways to provide time and support for collaborative teams during the school day. Most importantly, identify structures and strategies to help teams stay focused on doing the work that results in student achievement.

*This two-part continuing session is designed for educators at all levels and is highly recommended for all participants who are new to PLC concepts.*

### **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.

Participants examine strategies to collectively:

- Respond to each student's learning needs in a timely, directive, and systematic way.
- Create and sustain strong parent partnerships to enhance student learning.
- Make celebrations part of the school culture.

After examining different models 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.

### **Lights, Camera, Action! Setting the Stage for PLC Success in Elementary Schools**

Elementary school educators beginning the PLC journey face the immediate challenge of how to provide time and structure essential to the PLC process. This interactive session is designed to help elementary educators address that challenge.

Rebecca DuFour provides effective templates and proven strategies for reallocating existing resources to support learning for all. Participants are invited to bring their creative ideas to this session.

*This session is recommended for elementary-level educators who have an interest in or a responsibility for creating schoolwide and team schedules.*

# Breakout Session Descriptions

## **Rebecca DuFour**

### **Creating and Protecting the Shared Foundation of a PLC at Work**

Steven Covey writes, “Effective leadership is putting first things first.” The first step in the never-ending journey of continuous improvement of a PLC at Work is establishing a solid foundation for all subsequent efforts. This foundation rests on four pillars, each of which asks a particular question:

1. Why does our school and district exist, and what is our fundamental purpose?
2. What must we become as a school and district to fulfill that purpose?
3. How must each of us behave to create such a school and district?

Which targets will we pursue first, and which initial steps must we take to reach them? Rebecca DuFour leads participants through an examination of each question and explores ways to move educators’ responses beyond rhetoric to a reality that shapes the culture of their schools and districts.

## **Robert Eaker**

### **Friday Night in America: A Commonsense Approach to Improving Student Achievement**

Teachers already know more about how to ensure student learning than they may realize. Band directors, art teachers, and coaches regularly employ successful strategies in nonacademic school settings. In particular, tactics football coaches use to win on the gridiron on Friday nights are similar to efforts school teams use in the academic arena. Robert Eaker reviews practices that lead to improved student learning across the board. He shows how teacher teams can “suit up” with powerful strategies to triumph every school day.

### **A Focus on Learning: What Would It Look Like If We Really Meant It?**

There is a fundamental difference between schools that function as professional learning communities and their more traditional counterparts: a shift from a focus on teaching and covering content to a focus on learning for every student, skill by skill. While few would disagree with the importance of student learning, some schools struggle with exactly how to embed practices that promote student success in the classroom. This session focuses on specific strategies schools, teams, and teachers use to enhance student success in schools that *really mean it* when they proclaim they want all students to learn.

### **Aligning the Work of a Professional Learning Community: Central Office, Schools, and Teams**

A districtwide professional learning community is more than a sum of individual parts. A high-performing school district that functions as a PLC reflects a thoughtful alignment and integration of work at the central office level, in individual schools, and in teacher teams. While highlighting the efforts of highly successful school districts, Robert Eaker describes how these districts organize and align at each level to implement professional learning community concepts and practices districtwide.

### **Developing a Stretch Culture**

If the goal of achieving high levels of learning for all students is to be realized, then schools must develop a culture that stretches the aspirations and performance levels of students and adults alike. Robert Eaker focuses on cultural shifts PLCs make while developing a *stretch culture*. He pays particular attention to assessment and providing students with additional time and support.

# 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 *Mathematics in a PLC at Work: 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.

# Breakout Session Descriptions

## **Jasmine Kullar**

### **Critical Conversations With Resisters, Fake Supporters, and the Eternally Crabby**

Despite the excitement and buy-in educators may have in implementing PLCs and engaging in this work, they will undoubtedly run into staff who do not support the journey. These are team members who may seem to support a PLC but speak against it in the parking lot, openly resist, or are just adverse to innovation. Working with people who do not want to change the way they have always done things can be challenging—but it can, and must, be done. Jasmine Kullar outlines effective inroads into difficult conversations. Understanding the “why” helps shape the solutions to working through this very real problem. Participants delve into proven tips and techniques for mastering these critical conversations.

Learning outcomes include:

- Identifying reasons why it is difficult to have critical conversations
- Recognizing why we may not achieve the desired outcome after having critical conversations
- Acquiring various tips, techniques, and strategies to engage in effective critical conversations

### **An Inside Look at Meetings**

In a PLC, what should teachers talk about when they meet? Once the components, practices, and methods of implementation have been made clear, how do teachers put it all together to ensure productive discussions with colleagues in meetings? How do those meetings then result in everyday action so that it becomes the school’s culture? The structure of collaborative meetings and their resulting discussions are crucial for developing a successful PLC.

Participants in this session:

- Examine characteristics of effective and efficient collaborative meetings.
- Explore issues that relate to the four critical questions of a PLC.
- Identify strategies to make team discussions the norm in their schools and districts.

### **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.

# Breakout Session Descriptions

## **Jasmine Kullar**

### **Celebrating Our Staff: Creating an Effective Recognition Program**

Recognizing school employees helps retain teachers and staff and builds morale in the building as people feel valued and respected for their work. Recognition should not be just formal, annual celebrations but rather a daily part of school culture. As important as this is, leaders sometimes do not have the time to recognize staff—or just don't know how to. Jasmine Kullar outlines the importance of recognition and reviews the components of an effective recognition program.

Participants can expect to:

- Review why recognition is essential to staff morale.
- Identify barriers to recognizing staff and discover solutions to these barriers.
- Explore a variety of strategies used in schools to recognize teachers and staff.

## **Mark Onuscheck**

### **Social-Emotional Learning Radiates in PLC Cultures**

In bold and thoughtful ways, schools must focus more mindfully on social-emotional learning (SEL) and student development. Participants focus on the underlying SEL skills that support academic achievement and student growth to promote a school culture dedicated to student wellbeing. Mark Onuscheck illustrates how the culture of a PLC can: 1) support the SEL development of every student; 2) support classroom environments that explicitly address SEL development; and 3) build school cultures that nurture SEL skills as a priority in student development.

### **Proficiency-Based Assessment: Process, Not Product**

Explore how stronger assessment practices, when used effectively, tighten the interconnectedness between teaching and learning. Mark Onuscheck demonstrates a collaborative teaming process focused on the function of assessment and ways for teams to lead effective discussions about what students are supposed to know and do and how to know when they have learned.

### **Building Common Formative Assessments Results in a Culture of Learning**

Common formative assessments (CFAs) aren't just for grading. They are meant to help teams critically analyze the evidence of learning to creatively address teaching practices. Mark Onuscheck illustrates how teams thrive when CFAs drive innovative ideas about instructional change, curricular decisions, and student growth. Participants confront the questions: What evidence of learning are your teams collecting? How are they discussing this evidence? And how do those discussions lead to positive changes for students?

# Breakout Session Descriptions

## **Darwin Prater Spiller**

### **Do You Have the Guts to Take on a PLC Fixer Upper?**

Many schools claim to be a professional learning community. They may have teams and give lip service to the idea, but often they are just practicing PLC lite. True PLCs build a strong foundation and have a shared vision of what exemplary looks like and are committed to the journey to get there.

Participants in this session:

- Discover how to prioritize resources to achieve their dream school.
- Identify the expertise of team members and use them strategically.
- Gather evidence of success for major transformational PLC components.
- Acquire strategies to avoid building blunders.

### **More Than Baking Cookies: Making Parents Crucial Members of the Learning Team**

All too often, parents are relegated to stapling, labeling, or baking as school volunteers. In reality, learning teams cannot fully communicate their high expectations to students or get to the high levels of learning they desire without parents on their teams as working partners outside school. Darwin Prater Spiller shares ideas, tools, and stories of how his staff built a learning community with parents as vital partners.

Participants in this session:

- Engage in discussion on national data trends regarding parental involvement.
- Collaboratively create a toolkit of evidence-based strategies.
- Learn how to assess and celebrate parents' unique abilities and experiences.

### **No Winners, No Losers, No Punches Thrown**

The work of school improvement can be messy and emotional. If it's done right, it never comes up for a vote and requires no fifth-quarter discussions in the parking lot. There are no losers in a PLC. Rather, teams must strive to come to consensus. Darwin Prater Spiller shares time-tested strategies to get all staff on the same bus and traveling on the same journey.

Participants in this session:

- Acquire strategies to build consensus in team and whole-school settings.
- Gain ideas for understanding resisters and helping them become change agents.
- Learn to shift the focus to ensure all decisions are based on best results for students.