Agenda
Las Vegas, NV • June 3–5

Monday, June 3

6:30–8:00 a.m.	Registration	Octavius Foyer
	Continental Breakfast	
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*	Octavius Ballroom
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	See pages 5–8
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	**Breakout Sessions**	See pages 5–8
2:45–3:00 p.m.	Break	
3:00–4:00 p.m.	**Panel Discussion**—*Presenters provide practical answers to your most pressing questions.*	Octavius Ballroom

Tuesday, June 4

7:00–8:00 a.m.	Registration	Octavius Foyer
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Mike Mattos *Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools*	Octavius Ballroom
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	See pages 5–8
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	**Breakout Sessions**	See pages 5–8
2:45–3:00 p.m.	Break	
3:00–4:00 p.m.	**Team Time**—*Presenters are available to aid in your collaborative team discussions.*	Octavius Ballroom

Wednesday, June 5

7:00–8:00 a.m.	Continental Breakfast	Octavius Foyer
8:00–9:30 a.m.	**Breakout Sessions**	See pages 5–8
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—Robert Eaker *Would It Be Good Enough for Your Own Child?*	Octavius Ballroom

Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Monday, June 3		Tuesday, June 4		Wednesday, June 5
	10:15–11:45 a.m.	1:15–2:45 p.m.	10:15–11:45 a.m.	1:15–2:45 p.m.	8:00–9:30 a.m.
Tim Brown					
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset	Milano V–VI			Milano V–VI	
Raising Questions and Finding Answers in Our Grading Practices		Octavius 12–14			Milano V–VI
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			Milano V–VI		
Scott Carr					
Learning Leaders: Creating a Personalized Professional Development Program	Neopolitan III–IV				
Earning Doesn't Always Equal Learning in Secondary Schools		Neopolitan III–IV		Neopolitan III–IV	
Innovation That Leads to Learning			Neopolitan III–IV		Neopolitan III–IV
Robert Eaker					
Friday Night in America: A Commonsense Approach to Improving Student Achievement	Octavius 1–3				
A Focus on Learning: What Would It Look Like If We Really Meant It?		Octavius 1–3			
Aligning the Work of a Professional Learning Community: Central Office, Schools, and Teams			Octavius 1–3		
Developing a Stretch Culture				Octavius 1–3	
Heather Friziellie					
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 1)	Octavius 17–19				
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 2)		Octavius 17–19			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			Octavius 9–11		
Developing a Culture of Shared Learning Expectations: Bringing Critical Question One to Life on a Team				Octavius 17–19	
Protocols for Results: Turning Data Into Information					Octavius 17–19

Breakouts at a Glance

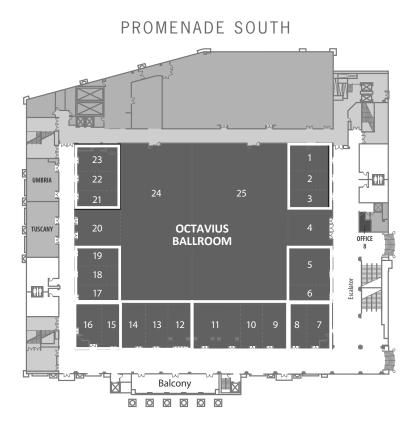| Presenter & Title	Monday, June 3 10:15–11:45 a.m.	Monday, June 3 1:15–2:45 p.m.	Tuesday, June 4 10:15–11:45 a.m.	Tuesday, June 4 1:15–2:45 p.m.	Wednesday, June 5 8:00–9:30 a.m.
Marc Johnson					
Okay, So We're a Team. Now What?	Octavius 21–23			Octavius 21–23	
So Who's Leading This Thing? I Guess We All Are!		Octavius 21–23			Octavius 21–23
Collaboration Rocks!			Salerno		
Brandon Jones					
Abandoning Archaic Practices: Motivating and Preparing Generation Z Students	Octavius 5–6			Octavius 5–6	
The Elephant in the Room: Building Consensus and Overcoming Conflict		Octavius 5–6			
Help Our Team! Working Together to Solve Common Team Challenges			Octavius 5–6		Octavius 5–6
Timothy D. Kanold					
Heartprint: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	Milano I–II				Milano I–II
The PLC Life Adventure of Central Office and School-Site Leadership!		Milano I–II			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			Milano I–II		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				Milano I–II	
Diane Kerr					
The Misunderstood and Often Forgotten Pillar: Collective Commitments	Neopolitan I–II			Neopolitan I–II	
Answering Question One Through the Eyes of an English Learner		Neopolitan I–II			
Let's Celebrate!			Neopolitan I–II		Neopolitan I–II
Brig Leane					
KISS (Keep It Simple, Schools): Six Steps for Team Success	Milano III–IV			Milano III–IV	
Team Interdependence: Binding Us Together Without Tying Us Up		Milano III–IV			
It's Not Your Fault, But It Is Your Problem			Milano III–IV		Milano III–IV

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	10:15–11:45 a.m.	1:15–2:45 p.m.	10:15–11:45 a.m.	1:15–2:45 p.m.	8:00–9:30 a.m.
Mike Mattos					
The Essential Work of Teacher Teams in a Professional Learning Community	Octavius 12–14				
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process		Milano V–VI			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			Octavius 12–14		
Simplifying Response to Intervention: How to Create a Highly Effective, Multitiered System of Supports				Octavius 12–14	
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions					Octavius 12–14
Anthony Muhammad					
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn	Octavius 9–11				
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change		Octavius 9–11			
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			Octavius 17–19		
Collaboration Is a Lifestyle, Not a Meeting!				Octavius 9–11	
Getting Started: Building Consensus and Responding to Resisters					Octavius 9–11
Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	Milano VII–VIII		Milano VII–VIII		
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		Milano VII–VIII			Milano VII–VIII
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning				Milano VII–VIII	
Regina Stephens Owens					
What Do We Want Students to Learn? Critical Thinking, Cool Technologies, and Global Competencies	Octavius 15–16				Octavius 15–16
All for One: A Community of Singletons Wired by Relevance and Results		Octavius 15–16			
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning			Octavius 15–16		
The Why Effect: Intentional Systems Drive Inspirational Cultures				Octavius 15–16	

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Mark Weichel					
Connecting PLCs to Personalized Learning	Octavius 7–8				Octavius 7–8
When They Already Know It: How to Extend and Personalize Student Learning in a PLC		Octavius 7–8		Octavius 7–8	
Building Your PLC Toolbox			Octavius 7–8		

Agenda is subject to change.

Caesars Palace Conference Center

PROMENADE SOUTH

Octavius Ballroom

23		1
22		2
21	24 25	3
20	**OCTAVIUS BALLROOM**	4
19		5
18		6
17		

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16 15 14 13 12 11 10 9 8 7

OFFICE 8

Escalator

Balcony

Promenade Level Rooms

NEOPOLITAN BALLROOM — I, II, III, IV

MILANO BALLROOM — V, VI, VII, VIII / I, II, III, IV

Registration Desk

Office 4, IMPERIAL BOARDROOM, SALERNO, SORRENTO

VERONA, TURIN, TREVI

PISA, PALERMO, SIENA, Office 1, SENATE BOARDROOM, MODENA

CONSUL BOARDROOM, Registration Desk, Office 3

POMPEIAN BALLROOM — I, II, III, IV

LIVORNO

MESSINA, Promenade, Elevators

ROMAN BALLROOM — I, II, III, IV, GENOA

Escalators

Registration Desk, Meeting Services, Office 2

FLORENTINE BALLROOM — I, II, III, IV

CAPRI, ANZIO

Freight Elevators

Restaurant Guide

Restaurants Within Caesar's Palace

Bacchanal Buffet
Beijing Noodle No. 9
Brioche by Guy Savoy
Café Americano
Forum Food Court
Gordon Ramsay Pub & Grill
Gordon Ramsay's Hell's Kitchen
Mesa Grill
MR CHOW
Pronto by Giada
Rao's
Restaurant Guy Savoy
Starbucks (Augustus Tower)
Starbucks (Forum Food Court)

  *Bolded items indicate quicker eats.

Restaurants Outside Caesar's Palace

In-n-Out Burger (0.2 miles)
Margaritaville Restaurant (0.1 miles)
Flour & Barley Brick Oven Pizza (0.2 miles)
Yard House (0.3 miles)
Gordon Ramsay Fish & Chips (0.3 miles)

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.

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.

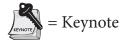This session addresses these questions:
- What are the key components of a highly motivated and engaged classroom?
- What products do teams create to improve student learning and ensure self-efficacy in the PLC process?
- How can teachers effectively use these products to help students own their learning?

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?

 = Keynote

Session Descriptions

Tim Brown
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 from this session 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

Scott Carr
Learning Leaders: Creating a Personalized Professional Development Program
In order to lead learning, educators must first commit to being learning leaders. Teachers and administrators must constantly grow their craft to have the greatest impact on student learning. Scott Carr provides creative ways to design job-embedded professional learning opportunities for all staff. Participants look at systems such as micro-credentialing, walkthroughs, externships, and co-teaching to support ongoing learning and developing teacher leaders in their schools. The power of collaboration and a focus on learning allow educators to escape from one-size-fits-all professional development and shift to personalized professional learning.

Outcomes for this session include:
- Reviewing research on the impact professional learning has on student achievement
- Discovering various ways to develop a culture of personalized professional learning in schools
- Exploring various programs that can be used to create job-embedded opportunities for professional learning

Earning Doesn't Always Equal Learning in Secondary Schools
Like Mario running through a Nintendo game, students spend a great deal of their time in school chasing points and prizes. How many times have teachers heard, "How much is this worth?" or "What extra credit do you offer?" Are points the currency for learning in your classroom? Do your grades truly reflect what students have learned, or do your grades show what they have completed? Participants look at alternative ways to motivate students to be learners and creators rather than point gatherers and explore how PLC teams can support true growth and learning through the use of evidence-based grading and effective feedback strategies.

Outcomes for this session include:
- Reflecting on current practices and comparing them to the research behind best practices
- Exploring how great feedback can promote learning and student success
- Learning how an evidence-based approach can engage students in their learning

Session Descriptions

Scott Carr
Innovation That Leads to Learning

Often the term *innovation* is synonymous with technology and digital tools. True innovation comes when we enhance an experience by thinking differently and believing differently. To improve students' learning experiences, we have to think and believe differently about the learning process. Participants in this session look at two specific strategies—project-based learning and design thinking—to create engaging experiences that challenge and motivate students to create and discover. Participants also make connections between these methods and the context of collaborative practices in a PLC to create a powerful learning experience for all students.

Outcomes for this session include:
- Exploring the basic structures of project-based learning experiences and design thinking frameworks
- Brainstorming project ideas that tie into essential content outcomes
- Using the leverage of PLC collaboration to support project-based learning and innovative teaching ideas

Robert Eaker
Would It Be Good Enough for Your Own Child?

After five decades of strong and consistent research, the question of what an effective school is no longer in doubt. The central question facing educational leaders is, "Are we committed to embedding practices for *all* students that are as effective as the educational practices we would want for our own child?" This session emphasizes research-based practices that comprise the Professional Learning Community at Work framework which, when implemented with specificity and fidelity, ensures high levels of learning for *all* students.

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, coaches, and other singletons 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.

= Keynote

Session Descriptions

Robert Eaker
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 to achieve high academic benchmarks.

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.

Outcomes from this session include:
- Understanding past realities regarding special education
- Learning strategies to build a school and district culture with a belief that *all* students can learn at high levels
- Examining collaborative structures to support high levels of learning for all
- Considering collaborative team meeting structures, content, and focus
- Discussing ways to align IEP goals specific to student areas of deficit driven by the goal of attaining grade-level expectations, including alignment for complex learners
- Investigating the concept of tailoring instruction to meet complex student needs while maintaining high expectations

Session Descriptions

Heather Friziellie

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 and structures to collaboratively:

- Examine core beliefs.
- Utilize resources (human, material, and temporal) to meet the needs of all learners, including developing a schedule to ensure that intervention is timely, systematic, and directive.
- Utilize data to drive intervention, with a focus on progress monitoring to drive actions.
- Examine the most common RTI mistakes.
- Review a tool for assessing the progress and opportunities for the district, school, or team in considering interventions.

Developing a Culture of Shared Learning Expectations: Bringing Critical Question One to Life on a Team

This session begins by laying the groundwork for committing to the "why" of a guaranteed and viable curriculum, before delving into a process of prioritizing and unpacking. Then, participants engage in the process—starting at the standards level—of using a team protocol to deeply understand, prioritize, and pace the learning standards into a meaningful progression that leads to student mastery. Participants then apply this learning to a data set to see how teams answer all four critical questions, keeping student mastery of the essential standards as the focus.

Outcomes from this session include:

- Exploring essential elements of a guaranteed and viable curriculum for *all*
- Applying a protocol for unpacking and prioritizing units at the team level, including scaffolding instructions to ensure success for all
- Connecting the four critical questions through the use of a data protocol to experience and deeply understand the work of collaborative teams

Protocols for Results: Turning Data Into Information

Is your system overwhelmed with data? Using protocols to transform data into information is an efficient and effective way to achieve improved results. Participants examine tools that empower teams to use data to drive instruction and impact student learning and also identify specific processes to meet district needs.

Participants in this session:

- Briefly review research related to data-driven decision making.
- Explore multiple protocols for data analysis.
- Reflect on their school or district's current reality, while identifying tools that can be used or modified to meet specified needs.

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 collaborative work and the flow of 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 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.

Session Descriptions

Brandon Jones

Abandoning Archaic Practices: Motivating and Preparing Generation Z Students

We are currently preparing students for jobs that do not currently exist so they will be able to use technologies that haven't been invented in order to solve problems we are not yet aware of. What happens when all the tricks we have in the bag fail to motivate, engage, and excite the current generation of students who are dependent on the immediacy of the world around them? The problem lies in the fact that their system of thinking, from the neural level to the practical, is instant and problem based—the opposite of preceding generations! In this session, Brandon Jones compares traditional and 21st-century learning practices that have significant impacts on student motivation and learning.

Participants can expect to:
- Examine significant differences between Generation Z and past generations.
- Identify traditional practices that demotivate students.
- Identify 21st century learning practices that motivate and prepare students for their future.

The Elephant in the Room: Building Consensus and Overcoming Conflict

We have read the books, studied the research, watched the videos, and attended the training. Why, then, is everyone still not moving in the same direction? Establishing protocols for how decisions are made is a critical step in becoming a highly effective PLC. Even with these methods in place, there will be staff unwilling to support the process. Participants in this session examine ways to approach building consensus and the means to deal with resistance so the journey continues. This session is based on the cultural research of Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many, and Anthony Muhammad.

Participants can expect to:
- Examine how to lay the foundation for maximum buy-in.
- Analyze the latest research on those who contribute to the culture of an organization.
- Learn how to establish consensus.
- Explore strategies for working with resisters.

Help Our Team! Working Together to Solve Common Team Challenges

What should happen when a team starts to struggle? As teachers move toward becoming interdependent teams, challenges inevitably arise. Ensuring high levels of learning for every student requires a change in thinking and practice. Participants briefly review the work of highly effective teams, consider scenarios showing common team challenges, and work collaboratively to identify strategies for moving a team forward. This session is based on a forthcoming book of the same title (Solution Tree Press, 2019) coauthored by eight educators with a wide range of backgrounds and experience in all levels of education.

Participants in this session:
- Identify common challenges that limit a team's efficacy.
- Collaboratively resolve specific challenges and share strategies to help teams progress.
- Practice specific coaching strategies designed to assist teams in their critical work.

Session Descriptions

Timothy D. Kanold
Heartprint: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!
Within the culture of a PLC school, the relational expectations, give and take, and sometimes chaotic noise of daily interactions can be overwhelming and exhausting. By understanding one's daily heartprint, educators are better able to inspire, engage with, and influence students and colleagues season after season.

Timothy D. Kanold draws from the wisdom of his book *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018 IPPY Gold Medal winner) to provide research, insights, and tools from thought leaders inside and outside education. He examines ways for all educators to lead high-energy, happy, and well-balanced PLC professional lives each and every day.

Participants can expect to:
- Examine the H and the E elements of their HEARTs: 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 reflect upon, pursue, and sustain a well-balanced, high-energy personal and professional life that can positively affect students and colleagues.

The PLC Life Adventure of Central Office and School-Site Leadership!
School-site or central office PLC leaders face the challenge of leading others into the great adventure of the PLC life. Yet, they also must weave through and around obstacles that prevent full, ongoing implementation of the PLC life in their programs, schools, or districts.

Timothy D. Kanold bases this session on chapter 29, "The Great Adventure," from his best-selling, award-winning book *HEART! Fully forming Your Professional Life as a Teacher and Leader* (2018). He reveals the practical nature of school leadership and how administrators can become heroes within their own PLC adventures.

Dr. Kanold invites participants to identify primary barriers that prevent full implementation of the PLC life. He then facilitates dialogue to help them find meaningful solutions.

Dr. Kanold indicates, "As we become fully formed professionals, we tie our workplace heartprint to the vision and results of our effort in order to promote coherence—and celebrate the difficult daily work of others."

Participants learn how to:
- Lead, create, and inspire the great adventure of the PLC life.
- Help others eliminate barriers and then measure the impact of their daily actions on the PLC life.
- Avoid chaos, disorganization, and randomness that can prevent the coherence needed for full implementation of the PLC culture.

Session Descriptions

Timothy D. Kanold
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!
Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower-level- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction. This session is based on his book *Mathematics Instruction and Tasks in a PLC at Work* from Solution Tree's *Every Student Can Learn Mathematics* series (2018).

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

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

Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!
Timothy D. Kanold explores how mathematics assessment and grading can either inspire or destroy student learning. This session is based on *Mathematics Assessment and Intervention in a PLC at Work* and *Mathematics Homework and Grading in a PLC at Work* (2018). Both are from Solution Tree's *Every Student Can Learn Mathematics* series.

Dr. Kanold reveals eight research-affirmed criteria for creating high-quality unit assessments (quizzes and tests) and the accurate scoring of those assessments. Participants also reflect on and answer the formative question "Now what?" when an assessment is returned to students. The session ends with a brief discussion about research-affirmed criteria for high-quality mathematics homework routines and practices.

Participants in this session:
- Use high-quality mathematics assessment-design criteria for evaluating the quality of current quizzes and tests.
- Develop a protocol for the accurate scoring of all quizzes and tests.
- 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.

Session Descriptions

Diane Kerr

The Misunderstood and Often Forgotten Pillar: Collective Commitments
The foundation of a school that operates as a Professional Learning Community at Work rests on four pillars: mission, vision, collective commitments (values), and goals. We find that the foundation of many schools is shaky because they have not clearly understood the purpose and power of developing schoolwide collective commitments. Is your school on shaky ground because staff has not committed to specific behaviors to which they hold each other accountable? This session focuses on this pillar and provides a structure for school teams to refine or develop critical values. Participants will leave with tools and resources to support this important work.

Outcomes for this session include:
- Building common understanding of collective commitments and how they ensure the school's mission and vision are realized
- Learning and practicing a process for creating and committing to schoolwide collective commitments

Answering Question One Through the Eyes of an English Learner
What do we want students to learn? This question is more complex when we consider the needs of our English learners. Second language acquisition expert Jim Cummins argues that cognitive academic language proficiency (CALP)—the formal academic learning in the four language domains: speaking, reading, writing, and listening—takes an average of five to seven years for an English learner to be on par with their native speaking peers. CALP, or academic language, is acquired when a student receives instruction that targets his or her academic language proficiency. When teams clarify what students must learn, academic language must be part of the plan.

Participants in this session:
- Gain experience recognizing the difference between academic and content vocabulary and its importance.
- Practice unpacking standards to understand what we want students to learn and to identify the academic language of the standard.
- Explore instructional supports for developing academic language.

Let's Celebrate!
"Recognition provides opportunities to say, 'Let us all be reminded and let us all know again what is important, what we value, and what we are committed to do'"(DuFour, DuFour, Eaker, et al., *Learning by Doing*, 2016). In this session, Diane Kerr focuses on how celebrations are an important tool for sustaining the PLC at Work process and how celebrations build and maintain a positive school culture. She shares her own experiences of celebrating at Mason Crest Elementary School and explores various ways schools can recognize and celebrate improvement, effort, and achievement. Additionally, participants will share their ideas and learn from one another.

Participants in this session:
- Examine the vital importance of celebrations.
- Explore various ways to make celebration everyone's responsibility and ensure that there are many winners.
- Gain practical and enjoyable ideas for celebrations in their schools.

Session Descriptions

Brig Leane

KISS (Keep It Simple, Schools): Six Steps for Team Success

Your collaborative teams believe in the PLC process. They may have tried a few things and are ready to follow the process with more structure. Teachers and administrators need clarity on what is expected, and this session answers the question: "What exactly should effective teams produce?" This session is for educators who could use more specifics on the tasks that guide effective collaborative teams through the simple, but not easy, PLC process, and provides administrators insight into what they should track to know which teams need more time and support.

Outcomes from this session include:
- Assessing the readiness of their collaborative teams to focus on the PLC process
- Exploring critical templates to guide highly effective collaborative teams
- Gaining guidance for administrators to know which teams need more support

Team Interdependence: Binding Us Together Without Tying Us Up

Wondering what to do with teams that are struggling? Most educators have seen team commitments that encourage everyone to start and end meetings on time and how to keep distractions to a minimum during a meeting. This session goes deeper into taking those commitments to the next level to drive highly effective collaborative teams toward true interdependence. Educators explore strategies for addressing problems that develop in nonconfrontational ways and learn how teams can work through conflict when it occurs.

Participants in this session learn:
- The difference between commitments to "be nice" and commitments that drive teams toward true interdependence
- Methods for reviewing commitments in nonconfrontational ways
- How collective commitments drive the PLC process

It's Not Your Fault, But It Is Your Problem

Kids come to school with all kinds of issues impacting their ability to learn. Hardworking educators are hired to ensure student learning in spite of those issues—and society is depending on it. There is no pointing fingers or laying blame in this session, just participants rolling up their sleeves and learning the best ways to solve problems. Participants explore assumptions we all make about students, proven practices to help struggling students, and how to best accomplish achieving high levels of student learning together.

Participants in this session learn:
- Fundamental assumptions about students, teachers, and schools that result in positive change
- How to maintain a steadfast focus on student learning
- How to lead a collaborative process of solving problems

Session Descriptions

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 educational myths that are holding us back.

Outcomes from this session 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

The Essential Work of Teacher Teams in a Professional Learning Community

Teacher teams are the engines that drive the PLC at Work process and student learning, but only if they focus on the right work. This session uses the book you've been given, *Learning by Doing: A Handbook for Professional Learning Communities at Work* (Solution Tree Press, 2016), to break down exactly what highly effective teacher teams do with their precious collaboration time. Mike Mattos, one of the book's coauthors, shares valuable tools and practical examples.

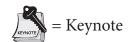Participants in this session:
- Understand how the four critical questions of the PLC at Work framework drives teacher team collaboration.
- Experience how teams use common assessment data to improve instruction and target interventions.
- Learn how to use specific tools to assist teams with the right work.
- Assess their current reality and leave with next steps.

Guiding Principles for Principals: Tips and Tools for Leading the PLC Process

The principal has an essential role in creating a PLC. Without effective support and leadership, achieving this outcome is virtually impossible. Specifically targeted to site administrators, this session provides proven practices and examples of how to lead and support the work of collaborative teacher teams.

Participants are called on to:
- Learn how to create an effective site leadership team.
- Effectively address violations to a school's collective commitments.
- Monitor and support the work of collaborative teams.

= Keynote

Session Descriptions

Mike Mattos

Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools

Identifying which students need help is not the biggest obstacle most secondary schools face in providing interventions; it is how to schedule the time needed to provide that help during the school day. This session provides real examples from a high-performing school showing how it creates 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 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 from this session 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, administrators, and support staff in the RTI process

Session Descriptions

Mike Mattos
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions

Many schools and districts state in their mission the objective of creating "lifelong learners." Because today's average high school graduates will change *careers* at least four times by the age of 40, ensuring that all students master the skills and behaviors needed to guide their future learning is essential to ensuring their future success. A study of highly effective, learning-progressive schools across the world has found that these schools share two common elements: they operate as high-functioning professional learning communities with well-implemented RTI structures, and they promote student agency in the learning process.

Mike Mattos discusses how to build a highly effective school where students are engaged in personalized learning experiences and empowered to take ownership of the four critical questions of the PLC at Work process.

Outcomes include:
- Discussing the essential knowledge, skills, and behaviors required to "future-proof" our students
- Defining how to create collaborative teacher teams within the PLC at Work framework and foster teacher trans-disciplinary skills and behaviors
- Discovering how to use the four critical questions of a PLC to form pathways and progressions for personalized learning in the classroom
- Learning how schools utilize the RTI process to ensure every student develops student agency and personalized learning opportunities required to thrive in a global economy

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 holds 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)

Session Descriptions

Anthony Muhammad

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.

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 these 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 have decided to move forward?

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

Session Descriptions

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.

Common Assessments: The Key to Uncommon Results for Student and Teacher Learning

The secret is out: Common formative assessments are the key to improving student learning! Formative assessments are powerful when teams of teachers create assessments in common then share and discuss the results. This collaborative process leads to a dramatic increase in student learning and improved teaching practices. Maria Nielsen provides proven tools to effectively use common assessments across grade levels and departments and illustrates practical strategies for implementing and using assessments to substantially improve student and adult learning.

Participants in this session:

- Examine the benefits of using common assessment as a grade level or department.
- Understand the balance between formative and summative assessments.
- Gain formative assessment tools to increase student and adult learning.
- Discover quick and easy ways to look at data and drill down to individual students.

Session Descriptions

Regina Stephens Owens
What Do We Want Students to Learn? Critical Thinking, Cool Technologies, and Global Competencies
How technology is used as a tool for learning may be significantly different in a professional learning community than in a traditional school. It is not enough to learn content standards alone. Students must be equipped to serve in a diverse marketplace. Using technologies alone does not ensure that 21st-century learning skills are met, that students are authentically engaged, that critical thinking is occurring, or that global competencies are being exercised. Schools must ensure that teachers are equipped to effectively choose technologies and are empowered to facilitate and design learning that results in critical thinking and global competencies.

Participants in this session:
- Evaluate technologies using Bloom's taxonomy.
- Explore technologies that support critical thinking skills.
- Examine global competencies: empathy, perspective, communication, and advocacy.
- Discuss various web resources and how to implement them effectively to ensure content knowledge and global competencies.

All for One: A Community of Singletons Wired by Relevance and Results
Singleton teachers are accustomed to seeking solutions and understanding unique opportunities. Operating efficiently and effectively as contributing members of a professional learning community can be challenging. Team members must collaborate around common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC process. Regina Stephens Owens discusses collaboration around best practices and how to design action plans that support the work of schools and singleton teachers in a PLC.

Outcomes from this session include:
- Discovering ways to overcome specific challenges that face singleton teachers in small schools by connecting all stakeholders to learning goals
- Exploring solutions that leverage success for educators and learners by gaining deeper understanding of interdependence
- Creating a plan of action that supports high levels of learning by ensuring singleton teachers function effectively in the PLC process

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning
In a time of tremendous focus on data, it is imperative to develop a rich culture of collaboration through dialogue and data protocols and move from a deficit mindset to a growth mindset. Participants learn ways to create a culture of collaboration, use different types of data protocols, and write and manage SMART goals to ensure capacity building and increased student achievement.

Participants in this session:
- Examine ways to focus on results through the lens of data.
- Obtain tools, tips, and templates proven to impact team and student learning.
- Learn strategies to accomplish SMART goals that promote and enhance learning while focusing on a growth mindset.
- Learn strategies to move from data to demonstration of learning.

Session Descriptions

Regina Stephens Owens
The Why Effect: Intentional Systems Drive Inspirational Cultures

Organizational purpose and collective beliefs and commitments affect building systems at all levels of an organization. How do you ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. Regina Stephens Owens discusses moving from compliance, coercion, and fear to cultures that are respectful, responsive, and reflective. Participants explore frameworks of intentionality—frameworks that promote leaders who advance global dispositions and ensure that students are prepared for college, career, and life.

Outcomes from this session include:
- Understanding how to promote high standards of achievement for all
- Discovering how to create a collective, rather than individual, leadership focus
- Examining the essential role of diversity in decision making
- Adapting global dispositions to promote cultural responsiveness

Mark Weichel
Connecting PLCs to Personalized Learning

Strategic plans in schools and districts often include the term *personalized learning*. Despite the growing popularity of personalized learning, it can be difficult to conceptualize and connect to existing structures, such as those in PLCs. Participants in this session learn about the five elements of personalized learning and see how this work can connect to and enhance the work of a PLC.

When They Already Know It: How to Extend and Personalize Student Learning in a PLC

A basic tenet of professional learning communities is ensuring that collaborative teams acutely analyze the four critical questions of a PLC. For some teams, the most challenging question to address is how to provide extension for students who have already learned stated targets. Participants in this session learn strategies and protocols for teams to consider when planning enrichment for students who already know the material.

Outcomes from this session include:
- Realizing the importance of addressing the fourth critical question of a PLC
- Gaining strategies for extending learning for high-ability and high-potential students
- Discovering how to personalize learning in the classroom
- Understanding how teamwork increases student engagement
- Receiving individual and collaborative team reflection tools

Building Your PLC Toolbox

PLC teams need to have a number of tools at their disposal to improve instruction and learning. This session provides materials to document PLC conversations, create common formative assessments and scoring methods, and use results to motivate students. Participants leave with a full toolbox to take back and immediately begin using in their schools and districts.