

# Agenda

## San Jose, CA • July 29–31

### Monday, July 29

6:30–8:00 a.m.	Registration	The HUB
	Continental Breakfast	Grand Ballroom Prefunction
8:00–9:45 a.m.	<b>Keynote</b> —Tim Brown <i>Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process</i>	Grand Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 5–7.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 5–7.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Panel Discussion</b> —Presenters provide practical answers to your most pressing questions.	Grand Ballroom

### Tuesday, July 30

7:00–8:00 a.m.	Registration	Grand Ballroom Prefunction
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Mike Mattos <i>Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools</i>	Grand Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 5–7.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 5–7.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Team Time</b> —Presenters are available to aid in your collaborative team discussions.	Grand Ballroom

### Wednesday, July 31

7:00–8:00 a.m.	Continental Breakfast	Grand Ballroom Prefunction
8:00–9:30 a.m.	<b>Breakout Sessions</b>	See pages 5–7.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	<b>Keynote</b> —Anthony Muhammad <i>Moving Beyond “PLC Lite”: Nurturing Full Commitment to the PLC Process</i>	Grand Ballroom

Agenda is subject to change.

# Breakouts at a Glance

Presenter & Title	Monday, July 29		Tuesday, July 30		Wednesday, July 31
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
<b>Tim Brown</b>					
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset	Grand Ballroom			LL21E	
Raising Questions and Finding Answers in Our Grading Practices		LL20D			LL20D
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			LL21E		
<b>Scott Carr</b>					
Learning Leaders: Creating a Personalized Professional Development Program	LL20C				
Earning Doesn't Always Equal Learning in Secondary Schools		LL20C		LL20C	
Innovation That Leads to Learning			LL20C		LL20C
<b>Daniel Cohan</b>					
Building a Professional Learning Community at the High School Level	LL21C				
“It’s Just Not Working for Me.” Handling Resisters and Resistance		LL21C		LL21C	
Two Steps Forward, One Step Back: Continuous Improvement Through Challenges and Setbacks			LL21C		LL21C
<b>Luis F. Cruz</b>					
English Learners and PLCs	LL21F				
I Like What I’m Hearing! So How Do We Initiate Our PLC Journey?		LL21F			
Remembering Rick DuFour: Embracing the “Tight and Loose” of the PLC Process			LL21F		
Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don’t Learn				LL21F	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					LL21F

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	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
<b>Timothy D. Kanold</b>					
Heartprint: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	LL20A				LL21A
The PLC Life Adventure of Central Office and School-Site Leadership!		LL21A			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			LL21A		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				LL21A	
<b>Diane Kerr</b>					
The Misunderstood and Often Forgotten Pillar: Collective Commitments	LL21D			LL21D	
Answering Question One Through the Eyes of an English Learner		LL21D			
Let's Celebrate!			LL21D		
<b>Mike Mattos</b>					
The Essential Work of Teacher Teams in a Professional Learning Community	LL20D				
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process		LL21E			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			Grand Ballroom		
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools				LL20D	
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions					LL21E
<b>Anthony Muhammad</b>					
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn	LL21E				
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change		Grand Ballroom			

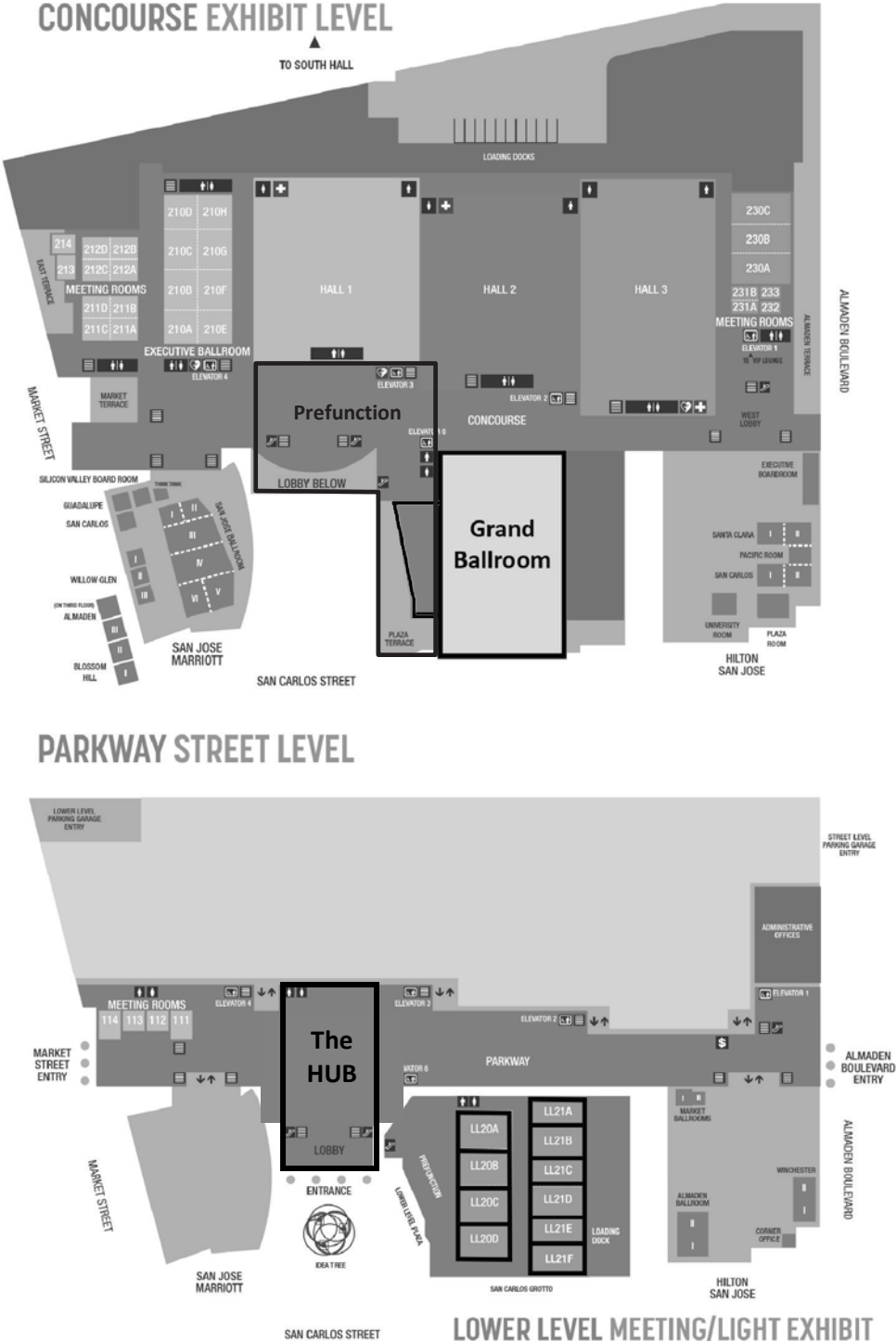
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	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			LL20D		
Collaboration Is a Lifestyle, Not a Meeting!				Grand Ballroom	
Getting Started: Building Consensus and Responding to Resisters					Grand Ballroom
<b>Maria Nielsen</b>					
The 15-Day Challenge: Win Quick, Win Often!	LL21A				LL20A
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		LL20A			
Help Our Team! Working Together to Solve Common Team Challenges			LL20A		
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning				LL20A	
<b>Regina Stephens Owens</b>					
What Do We Want Students to Learn? Critical Thinking, Cool Technologies, and Global Competencies	LL21B				LL21B
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning		LL21B			
All for One: A Community of Singletons Wired by Relevance and Results			LL20B		
The Why Effect: Intentional Systems Drive Inspirational Cultures				LL21B	
<b>Jason Williams</b>					
The 3Cs of Data	LL20B				
Learning Walks: A Catalyst to Collaborative Culture		LL20B		LL20B	
Becoming the David Bowie of Education: Coaching Through the Ch-ch-changes			LL21B		LL21D

Agenda is subject to change.

# San Jose Convention Center

## OVERALL FLOOR PLAN



# Downtown San Jose Dining Guide



AMERICAN/CALIFORNIAN

- 1. Affinity Restaurant & Bar B1 (Hilton San Jose Hotel) 300 Almaden Blvd. 408-947-4444
2. Arcadia (San Jose Marriott Hotel) 100 W. San Carlos St. 408-278-4555
3. The Blue Chip B2 325 S. 1st St. 408-971-2898
4. District San Jose A1 65 N. San Pedro St. 669-292-5252
5. Firehouse No. 1 A1 69 N. San Pedro St. 408-287-6969
6. Flames Eatery & Bar B2 88 S. 4th St. 408-971-1960
7. Fountain Restaurant B2 (The Fairmont Hotel) 170 S. Market St. 408-998-3982
8. FuzBar & Grill A2 58 S. 1st St. 408-564-0488
9. The Grill on the Alley B2 (The Fairmont Hotel) 172 S. Market St. 408-294-2244
10. Johnny Rockets B2 150 S. 1st St. 408-977-1414
11. LoftBar & Bistro B2 90 S. 2nd St. 408-291-0677
12. Morton's The Steakhouse B1 177 Park Ave. 408-947-7000
13. The Old Wagon Saloon & Grill A1 73 N. San Pedro St. 408-971-9346
14. Orchestra Palm Court C2 27 E. William St. 408-288-5606
15. Our House B1 185 Park Ave. 408-372-4135
16. Peggy Sue's A1 29 N. San Pedro St. 408-298-6750
17. Peggy Sue's 2 B1 185 Park Ave. 408-294-0252
18. Rookie's Sports Lodge B2 99 S. 1st St. 408-294-4300
19. SP2 A1 72 N. Almaden Ave. 408-299-2000
20. VINO VINO A1 (San Pedro Square Market) 87 N. San Pedro St. 408-703-2333

ASIAN/ASIAN FUSION

- 21. Bo Town C2 409 S. 2nd St. 408-295-2125
22. China Chen C2 400 S. 3rd St. 408-294-2525
23. China Wok A1 9 N. Market St. 408-280-6688
24. Dac Phuc Restaurant A1 198 W. Santa Clara St. 408-297-5517
25. Dakao Sandwiches C2 98 E. San Salvador St. 408-286-7260
26. Élyse Restaurant B2 151 S. 2nd St. 408-899-2762

CAFE/DELI/FAST FOOD

- 27. HoM Korean Kitchen A2 76 E. Santa Clara St. 408-703-4777
28. IPOH Garden B2 150 S. 1st St. 408-297-2930
29. Fuji Sushi Restaurant A2 56 W. Santa Clara St. 408-298-3854
30. K.zzang B2 78 S. 1st St. 408-975-6677
31. M Asian Fusion Restaurant B2 98 S. 2nd St. 408-537-3235
32. Mosaic B2 (Four Points Hotel) 211 S. 1st St. 408-282-8888
33. On a Roll A1 (San Pedro Square Market) 110 S. Market St. 408-277-0557
34. Ozu Sushi B2 86 N. 1st St. 408-294-2238
35. Pho 69 Restaurant B2 321 S. 1st St. 408-289-8521
36. Phenomenal Noodle House A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-885-1594
37. Sa-Bay Thai C2 404 S. 2nd St. 408-292-3900
38. Seven Seas Sushi A2 130 E. Santa Clara St. 408-899-6271
39. Sushi Confidential A1 26 N. San Pedro St. 408-913-8080
40. Urban Momo A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-971-1848
41. Vietnoms C2 (SoFA Market) 387 S. 1st St. 408-827-5872

BARBEQUE

- 42. Back A Yard A1 80 N. Market St. 408-294-8626
43. Henry's Hi-Life A1 301 W. Saint John St. 408-295-5414
44. Smoke Eaters A2 29 S. 3rd St. 408-293-9976

BREWERIES/PUBS

- 45. Britannia Arms A1 173 W. Santa Clara St. 408-278-1400
46. The Fireside Inn A1 199 Santa Clara St. 408-277-0545
47. O'Flaherty's Irish Pub A1 25 N. San Pedro St. 408-947-8007
48. Original Gravity A2 66 S. 1st St. 408-915-2337
49. San Jose Bar & Grill B2 85 S. 2nd St. 408-286-2397
50. Skewers & Brew A2 65 S. 1st St. 408-931-6830
51. Trials Pub A2 265 N. 1st St. 408-947-0497
52. Uproar Brewing Company C2 439 S. 1st St. 408-673-2266

CAFE/DELI/FAST FOOD

- 53. 488 Cafe C1 488 Almaden Blvd. 408-326-2141
54. Bijan Bakery & Café B2 (The Fairmont Hotel) 170 S. Market St. 408-971-8000
55. Bray Butcher Block & Bistro A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-418-3106
56. Bread Brothers A1 (San Pedro Square Market) 87 N. San Pedro St. 408-217-8466
57. Cafe Stritch C2 376 S. 1st St. 408-290-6161
58. Café Tool B1 (SJ Museum of Art) 110 S. Market St. 408-277-0557
59. Caffe Frascati B2 315 S. 1st St. 408-287-0400
60. City Bagels A2 52 W. Santa Clara St. 408-275-0151
61. The City Fish A1 30 E. Santa Clara St. 408-293-3474
62. Corner Market Kitchen B1 (San Jose Marriott Hotel) 301 S. Market St. 408-278-1300
63. Cubamex B2 325 S. 1st St. 408-320-1776
64. Earl of Sandwich A1 48 W. 1st St. 408-947-8556
65. Erik's Deli Café A1 2 N. Market St. 408-998-2323
66. Erik's Deli Café B1 333 W. San Carlos St. 408-341-2222
67. Express C2 420 S. 1st St. 408-831-2433
68. Freshly Baked Eatery A2 152 N. 3rd St. 408-298-9370
69. Grace Deli Cafe B1 303 Almaden Blvd. 408-795-1200
70. Hoagie Steak Out B2 304 S. 3rd St. 408-286-8611
71. Ike's Love & Sandwiches A2 75 E. Santa Clara St. 408-294-2802
72. Jack in the Box B2 148 E. San Carlos St. 408-287-7520
73. Konigs Burger Bar A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-418-3160
74. La Lune Sucrée B2 116 Paseo de San Antonio 408-292-2070
75. Specialty's Café B1 115 S. Market St. 877-502-2837
76. Sticks n' Greens C2 (SoFA Market) 387 S. 1st St. 408-216-0807
77. Subway Sandwiches B2 151 S. 2nd St. 408-300-7660
78. Subway Sandwiches B1 165 W. San Fernando St. 408-297-8090

CONFECTION/COFFEE/TEA

- 79. Subway Sandwiches C2 360 S. Market St. 408-297-5676
80. Subway Sandwiches A2 43 S. 1st St. 408-971-7827
81. The Tech Cafe B1 (The Tech Museum) 201 S. Market St. 408-885-1094
82. Toasted Craft Sandwiches C2 (SoFA Market) 387 S. 1st St. 408-564-4793
83. Togo's A1 18 N. San Pedro St. 408-920-0702
84. Togo's B2 125 Paseo de San Antonio 408-297-8646
85. 2W Salad Bar A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-642-1221
86. Voltaire Coffee House C2 360 S. Market St. 408-457-9929
87. Whispers Café & Creperie B2 150 S. 2nd St. 408-297-2850
88. Zanotto's Express Deli B2 80 S. 1st St. 408-977-133

GERMAN

- 91. Bel Bacio A1 350 W. Julian St. 408-645-7776
92. Boba Bar B2 310 S. 3rd St. 408-298-9968
93. Breaktime Cafe & Tea B2 110 E. San Fernando St. 408-286-2000
94. Chocotoo A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-564-6953
95. Chromatic Cafe A2 17 N. 2nd St. 669-292-5099
96. Cinnaholic B2 115 E. San Carlos St. 408-351-5400
97. CREAM A2 27 Post St. 408-320-1519
98. Crema Coffee B2 50 W. San Fernando St. 408-287-4111
99. Gong Cha B2 140 Paseo de San Antonio 408-292-6160
100. Milk & Wood C2 (SoFA Market) 387 S. 1st St. 408-320-4047
101. My Milkshake B2 151 S. 2nd St. 408-899-6688
102. Nox Cookie Bar B2 151 S. 2nd St. 408-656-1287
103. Origins Juicery B2 150 S. 1st St. 408-650-9348

GERMAN

- 104. Peet's Coffee & Tea C1 (Convention Center) 408 Almaden Blvd. 408-279-3743
105. Philz Coffee B2 118 Paseo de San Antonio 408-971-4212
106. The Power Bowl B2 167 E. San Fernando St. 408-217-8477
107. The Proper Cup A1 1 S. Market St. 408-645-5875
108. Social Policy B2 200 S. 1st St. 408-684-8212
109. Starbucks Coffee B2 150 S. 1st St. 408-684-8214
110. Starbucks Coffee A1 145 W. Santa Clara St. 408-288-8803
111. Starbucks Coffee A2 101 E. Santa Clara St. 408-286-0577
112. Treatbot A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-548-7328
113. Vero's Coffee C2 (SoFA Market) 387 S. 1st St. 408-644-2961

HAWAIIAN

- 114. Vitamina Juices & Blends C2 (SoFA Market) 387 S. 1st St. 408-444-6820
115. Yogurtland B2 125 E. San Carlos St. 408-753-3170
116. Ludwig's German Table A2 261 N. 2nd St. 408-771-9871
117. Teske's Germania A2 255 N. 1st St. 408-292-0291
118. Hawaiian Poke Bowl C19 (SoFA Market) 387 S. 1st St. 408-679-5856
120. Spoonfish Poke B2 111 Paseo de San Antonio 408-320-2607
121. Tiki Pete A1 23 N. Market St. 408-713-2900
122. Curry Pundits A2 30 E. Santa Clara St. 408-295-1000
123. Tandoori Oven B2 150 S. 1st St. 408-292-7222

INDIAN

- 124. Enoteca La Storia A1 99 N. Almaden Blvd. 408-625-7272
125. Il Fornaio B2 (The Westin San Jose) 302 S. Market St. 408-271-3366
126. La Pastalia A1 (Hotel De Anza) 233 W. Santa Clara St. 408-286-8686

ITALIAN

- 127. The Old Spaghetti Factory A1 51 N. San Pedro St. 408-283-7488
128. Original Joe's B2 301 S. 1st St. 408-292-7030
129. Paesano Ristorante A1 350 W. Julian St. 408-217-9327
130. Pasta Fresca A1 (San Pedro Square Market) 87 N. San Pedro St. 408-320-1975
131. 71 Saint Peter A1 71 N. San Pedro St. 408-971-8523
132. Cafe Eden A2 2 N. 1st St. 408-753-1139
133. Gotta Eatta Pita A1 86 N. Market St. 408-684-8214
134. The Hot Grill A2 30 E. Santa Clara St. 408-217-9295
135. Nemea Greek Taverna B2 96 S. 1st St. 408-279-4225
136. Nick the Greek A1 143 W. Santa Clara St. 408-294-6425
137. Robe's Falafel A1 (San Pedro Square Market) 87 N. San Pedro St. 408-995-5077
138. Agave Mexican Grill B2 178 S. 1st St. 408-294-2838
139. Angelou's Mexican Grill A2 21 N. 2nd St. 408-971-2287
140. Chacho's B2 87 E. San Fernando St. 408-293-4321
141. Chipotle Mexican Grill A1 1 S. Market St. 408-938-0919
142. Don Pedro's A2 43 Post St. 408-977-0303
143. Iguana's BurritoZilla C2 330 S. 3rd St. 669-255-0600
144. La Peña Restaurant C2 601 S. 1st St. 408-295-0434
145. La Victoria Taqueria B2 140 E. San Carlos St. 408-298-5335
146. La Victoria Taqueria A1 131 W. Santa Clara St. 408-993-8230
147. Loteria Taco Bar (San Pedro Square Market) 87 N. San Pedro St. 408-580-6917
148. Mexico Bakery No 2 A2 87 E. Santa Clara St. 408-920-2518
149. Mezcal Restaurant B2 25 W. San Fernando St. 408-283-9595
150. Muchos! A2 72 E. Santa Clara St. 408-271-3366
151. Olla Cocina A1 17 N. San Pedro St. 408-606-7999
152. Tac-oh! C2 399 S. 1st St. 408-618-0991

MEDITERRANEAN

- 153. Tacomania B2 150 S. 1st St. 408-459-7667
154. Tres Gringos B2 83 S. 2nd St. 408-278-9888
155. 4th St Pizza Company A2 150 E. Santa Clara St. 408-286-7500
156. Grande Pizzeria B2 150 E. San Carlos St. 408-292-2840
157. Kuka's House of Pizza C1 527 S. Almaden Blvd. 408-292-6882
158. Nomikai A2 48 S. 1st St. 408-287-7199
159. Pizza Bocca Lupo A1 (San Pedro Square Market) 87 N. San Pedro St. 408-289-1775
160. Pizza My Heart B2 117 E. San Carlos St. 408-208-0707
161. Pizzetta 408 C2 (SoFA Market) 387 S. 1st St. 408-216-9567

SEAFOOD

- 162. San Pedro Square Market A1 (San Pedro Square Market) 87 N. San Pedro St. 408-982-3169
163. Blush Raw Bar & Lounge A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-477-2191
164. McCormick & Schmick's B2 (The Fairmont Hotel) 170 S. Market St. 408-283-7200
165. Scott's Seafood Grill & Bar B1 185 Park Ave. 408-971-1700

MEXICAN

- 166. Arepa & Mas A1 (San Pedro Square Market) 100 N. Almaden Ave. 408-768-7579
167. Habana Cuba C2 (SoFA Market) 387 S. 1st St. 408-998-2822
168. Pasa Pasa A2 277 E. Santa Clara St. 408-298-4400
169. Taurus Brazilian Steakhouse B1 167 W. San Fernando St. 408-294-0110

SPANISH/LATIN/CUBAN

- 170. Good Karma A2 37 S. 1st St. 408-294-2694

VEGETARIAN

- 171. The Westin San Jose 302 S. Market St. 408-271-3366
172. The Westin San Jose 302 S. Market St. 408-271-3366
173. The Westin San Jose 302 S. Market St. 408-271-3366
174. The Westin San Jose 302 S. Market St. 408-271-3366
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176. The Westin San Jose 302 S. Market St. 408-271-3366
177. The Westin San Jose 302 S. Market St. 408-271-3366
178. The Westin San Jose 302 S. Market St. 408-271-3366
179. The Westin San Jose 302 S. Market St. 408-271-3366
180. The Westin San Jose 302 S. Market St. 408-271-3366



There are over 200 dining options Downtown. For more complete listings of restaurants and destination information visit:

sanjose.org

# 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

## Daniel Cohan

### **Building a Professional Learning Community at the High School Level**

American high schools are charged with being comprehensive and individually focused, serving as the center of the community and as a springboard into postsecondary opportunities for students. How can principals and staffs meet these expectations while increasing learning and achievement for all students? Modeling exemplary PLC high schools with strong RTI structures is the best hope. Daniel Cohan draws on his experience as a teacher, principal, central administrator, and consultant for high schools of various sizes, demographics, and philosophies to guide staff and administrators in their PLC and RTI journeys.

Learning outcomes for this session include:

- Creating demand for, and collective ownership of, a PLC culture at the high school level
- Empowering all staff, including singletons, to work effectively in a PLC culture
- Examining high school schedules and structures for collaboration, systemic interventions, and enrichment
- Developing tools, techniques, and timelines to implement in classrooms and schools

### **“It’s Just Not Working for Me.” Handling Resisters and Resistance**

Do these statements sound familiar: *This doesn’t apply to me—we collaborate all the time; I’m already working too hard; My team doesn’t work well together; Oh yeah, we do that; I need more training?* Collaborative teams are the fundamental structures of professional learning communities, and those who lead PLCs often face individual or group resistance that manifests in numerous ways.

Participants in this session:

- Explore *loose* and *tight* leadership with individuals and teams.
- Understand how changing behaviors leads to changing culture.
- Develop effective strategies to address resisters and resistance.
- Learn ways to counter passivity and inaction.

# Session Descriptions

## **Daniel Cohan**

### **Two Steps Forward, One Step Back: Continuous Improvement Through Challenges and Setbacks**

Like cultivating a healthy garden, establishing and sustaining a highly effective PLC requires preparation, perseverance, and continuous nurturing and monitoring. Ongoing challenges and other variables inevitably arise, leading to possible setbacks, derailment, or paralysis. Leading PLCs is a delicate balance of simultaneously attending to culture and structure. Participants in this interactive session share their stories and learn from one another about how to maintain momentum on their PLC journeys.

As a result of this session, participants:

- Gain clarity on their current PLC reality.
- Focus on staying the course and maintaining the essential elements of an effective PLC.
- Learn ways to change the culture by changing behaviors.
- Understand the importance of clear team structures, roles, and responsibilities.
- Explore examples from schools that have overcome common obstacles and setbacks.

## **Luis F. Cruz**

### **English Learners and PLCs**

Luis F. Cruz shares how schools use PLC strategies to help English learner populations flourish. This session details PLC components administrative and teacher leaders use to close the achievement gap for students learning English as a second language. Dr. Cruz shows how taskforce leadership can reculture and restructure, while introducing best practices to increase learning outcomes for all students. Learn the seven steps an EL taskforce can initiate to ensure students learning English as a second language are included in the “all means all” mantra that defines a school’s fundamental purpose of learning for every student.

Participants discover how:

- Teacher-led task forces increase academic performance for English learners.
- PLC practices can highlight stark realities when English learners are not learning.
- Adults change their expectations and behaviors when listening to the needs of English learners, resulting in significant improvements in student achievement.

### **I Like What I’m Hearing! So How Do We Initiate Our PLC Journey?**

Research from academia and accounts from educators worldwide confirm that PLCs, when implemented effectively, increase high levels of learning for every student. However, questions remain. Who is responsible for initiating a PLC? How does a team establish the foundational pillars of a PLC? How does this process take shape? Is it normal to expect staff resistance to this process and is there a difference between rational and irrational forms of resistance? Luis F. Cruz explains in practical terms the *who*, *why*, and *how* associated with the PLC process.

Participants in this session learn:

- How to initiate a PLC process
- The role of a guiding coalition
- How to establish the foundation of a PLC

# Session Descriptions

## **Luis F. Cruz**

### **Remembering Rick DuFour: Embracing the “Tight and Loose” of the PLC Process**

Throughout his professional life, Dr. Richard DuFour shared important insights aimed at guiding educators in their quest to continuously strengthen implementation of the PLC process. One of his most notable keynotes captured the essence of which aspects of the PLC process must be tight and which could be loose. Join Luis F. Cruz as he celebrates the life of Rick DuFour by reminding audiences of Rick’s message and his purpose of ensuring learning for *all* students.

Outcomes from this session include:

- Understanding why teams adopting a collaborative culture is a “must do” in the PLC process
- Learning why ensuring a guaranteed and viable curriculum is essential to the PLC process
- Exploring why allowing teachers the “defined autonomy” to teach in the manner they feel most effective is a loose aspect of the PLC process

### **Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don’t Learn**

The third critical question of a PLC—What do we do when students don’t learn?—often stumps teachers and administrators. Luis F. Cruz showcases methods that schools across the country use to guarantee effective collaboration (taping the room) to ensure an effective collective response when students do not learn (painting the room). Participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:

- How teacher teams effectively collaborate and respond when students do not learn
- Ways to ensure a guaranteed and viable curriculum
- The critical role of common assessments

### **I Am Sold on PLCs: Practical Tools and Directions to Be Successful**

As educators initiate an effective PLC process, they need practical tools to begin and enhance their journey. After leaving this institute, educators may discover that staff back at their site need to be convinced that the PLC process is the most practical path to take in the collective quest to accelerate learning for all students. Luis F. Cruz shares articles, templates, activities, and videos to provide administrative and teacher leaders the necessary tools to amplify improvement at their site.

Participants in this session learn:

- The difference between rational and irrational forms of adult resistance and how to address each
- That effective leadership is an art *and* a science and how to maneuver in both directions
- Practical actions to accelerate the PLC process

# 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**

### **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.

### **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

# 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 drive 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 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.

### **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.

# 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

### Moving Beyond “PLC Lite”: Nurturing Full Commitment to the PLC Process

Thirty years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. The PLC at Work model has been celebrated and validated as the most promising way to improve student learning, yet so many schools remain stalled at the beginning stages of implementation. Why does this reality of “PLC lite” still plague our profession 20 years later? Without exception, schools that use this model to transform their practice have one thing in common: effective leadership. This session explores the keys to effectively transitioning a school or district into a model PLC.

Outcomes from this session include:

- Understanding leadership challenges and lessons learned from 20 years of PLC practice
- Learning the difference between leadership behaviors that undermine and those that promote the purpose of a PLC
- Exploring practical strategies that improve participants’ ability to lead others through the change process and build consensus



= Keynote

# 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 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)

### **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

# Session Descriptions

## **Anthony Muhammad**

### **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

## **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.

# Session Descriptions

## **Maria Nielsen**

### **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 by 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.

### **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.

## **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.

# Session Descriptions

## **Regina Stephens Owens**

### **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.

### **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

### **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

# Session Descriptions

## **Jason Williams**

### **The 3Cs of Data**

What if a principal or teacher is not familiar with data reports? What if teams are not comfortable openly talking about their data? How do we make sure teams stay focused and accurately analyze the data—and take appropriate action? There’s more to analyzing student data than just the mathematics. Participants in this session further develop their understanding of using data to inform decision making, explore how PLCs can work toward a healthy data culture, build the data capacity of their staff, and establish a clear structure for data conversations.

Outcomes from this session include:

- Discussing the power and limitations of different types of student data analysis
- Describing the interconnectedness of data culture, data capacity, and data conversations
- Exploring ways to incorporate the 3Cs of data into your PLC work

### **Learning Walks: A Catalyst to Collaborative Culture**

The shared learning experience of teachers observing other teachers can be a powerful way to strengthen the collaborative culture in a PLC. Learning walks provide a way to keep this experience non-evaluative, while collecting a different kind of data across the school. Participants in this session explore a type of learning walk protocol that differs from more traditional experiences by focusing on the observers, rather than the observed, leading to reflective conversations.

Outcomes from this session include:

- Exploring a learning walk centered around teachers collecting
- common data across a system to improve their personal practices
- Experiencing a firsthand walkthrough of a learning walk protocol
- Identifying how learning walks can help build a strong collaborative culture

### **Becoming the David Bowie of Education: Coaching Through the Ch-ch-changes**

One thing in education that is seemingly constant is change. During change, some thrive, some jive, and some barely stay alive. In this session, participants explore some of the science related to change. They learn ways to identify the needs of those “under pressure” so they can provide appropriate support and make them feel more like “heroes.” Participants leave this session with concrete tools to navigate conversations with those who are resisting “changes.”

Outcomes from this session include:

- Becoming familiar with the Concerns-Based Adoption Model (CBAM)
- Exploring ways to apply the *ask* construct to supportive conversations
- Identifying ways to strengthen a culture that collectively leans into changes