Agenda
San Antonio, TX • October 14–16

Monday, October 14

6:30–8:00 a.m.	Registration	
	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*	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	
11:45 a.m.–12:45 p.m.	Lunch	
12:45–2:15 p.m.	**Breakout Sessions**	
2:15–2:30 p.m.	Break	
2:30–3:30 p.m.	**Panel Discussion**—*Presenters provide practical answers to your most pressing questions.*	

Tuesday, October 15

6:30–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Mike Mattos *Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools*	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	
11:45 a.m.–12:45 p.m.	Lunch	
12:45–2:15 p.m.	**Breakout Sessions**	
2:15–2:30 p.m.	Break	
2:30–3:30 p.m.	**Team Time**—*Presenters are available to aid in your collaborative team discussions.*	

Wednesday, October 16

7:00–8:00 a.m.	Continental Breakfast	
8:00–9:30 a.m.	**Breakout Sessions**	
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—Anthony Muhammad *Moving Beyond "PLC Lite": Nurturing Full Commitment to the PLC Process*	

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Monday, October 14		Tuesday, October 15		Wednesday, October 16
	10:15–11:45 a.m.	12:45–2:15 p.m.	10:15–11:45 a.m.	12:45–2:15 p.m.	8:00–9:30 a.m.
Tim Brown					
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset	X			X	
Raising Questions and Finding Answers in Our Grading Practices		X			X
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			X		
Luis F. Cruz					
English Learners and PLCs	X				
I Like What I'm Hearing! So How Do We Initiate Our PLC Journey?		X			
Remembering Rick DuFour: Embracing the "Tight and Loose" of the PLC Process			X		
Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn				X	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					X
Joe Cuddemi					
Protocols: Powerful Tools in a Professional Learning Community	X				
Conflict Is Inevitable, Misery is Optional		X		X	
PLC Principals: What They Do Differently to Achieve Great Schools			X		

William M. Ferriter					
Digital Tools for Differentiation	X		X		
Integrating Opportunities for Student Self-Assessment in Your Classroom		X		X	
We're Meeting. Now What?					X
Timothy D. Kanold					
Heartprint: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	X				X
The PLC Life Adventure of Central Office and School-Site Leadership!		X			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			X		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				X	
Jasmine K. Kullar					
Critical Conversations With Resisters, Fake Supporters, and the Eternally Crabby	X				
An Inside Look at Meetings		X		X	
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Celebrating Our Staff: Creating an Effective Recognition Program					X
Paula Maeker					
Leading Literacy: Deepening Our Collaborative Practice	X		X		
Leveling Up: Taking Teams From Good to Great		X			X
Enjoy the Ride! Celebrating and Finding Joy in the PLC Process				X	

Mike Mattos					
The Essential Work of Teacher Teams in a Professional Learning Community	X				
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
The Power of One: Creating High-Performing Teams for Singleton Staff				X	
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions					X
Anthony Muhammad					
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn	X				
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change		X			
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			X		
Collaboration Is a Lifestyle, Not a Meeting!				X	
Getting Started: Building Consensus and Responding to Resisters					X
Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	X				X
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		X			
Help Our Team! Working Together to Solve Common Team Challenges			X		
Common Assessments: The Key to				X	

Uncommon Results for Student and Teacher Learning					
Regina Stephens Owens					
What Do We Want Students to Learn? Critical Thinking, Cool Technologies, and Global Competencies	X				X
All for One: A Community of Singletons Wired by Relevance and Results		X			
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning			X		
The Why Effect: Intentional Systems Drive Inspirational Cultures				X	

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Session Descriptions

Tim Brown

[KEYNOTE] 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?

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

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

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

Joe Cuddemi
Protocols: Powerful Tools in a Professional Learning Community
Protocols are powerful tools for building a collaborative culture. Teachers use protocols in the classroom, teams use protocols to accomplish collaborative tasks, and principals use protocols to facilitate meetings. When participants agree to guidelines for a conversation, it can make it safe for them to explore critically important issues. By having a common language, participants can more easily find common ground.

Outcomes from this session include:
- Exploring various protocols and their purposes
- Engaging in the use of protocols
- Discussing professional practice, issues, and readings

Conflict Is Inevitable; Misery Is Optional
When hundreds of students from as many different home environments come together and assemble as one school community, conflict is inevitable. When educators work together to get on the same page for the students they serve, conflict is inevitable. When educators attempt to make the shift to a collaborative culture focused on the right work, conflict is inevitable. Conflict is a natural and critical part of the learning process. Healthy school cultures understand, embrace, and even mine for conflict in order to be proactive. Participants in this session examine the processes that use conflict as a tool for learning together, building shared knowledge, and improving the school.

Outcomes from this session include:
- Clarifying and defining relational conflict and organizational conflict
- Identifying possible root causes of conflict between individuals, within teams, and among groups
- Exploring strategies for managing conflict and using conflict to improve outcomes and productivity

What PLC Principals Do Differently to Achieve Great Schools
While a principalship is certainly complex, principals can use specific high-impact strategies to improve student learning and professional practice. Principals need to create clarity regarding decision-making processes and need to create the conditions necessary for continuous school improvement.

Outcomes from this session include:
- Exploring strategies that shape a school's culture
- Examining tight and loose leadership
- Distinguishing between monitoring and micro-managing teams

William M. Ferriter
Digital Tools for Differentiation
If schools are truly working to ensure success for every student, learning experiences must be differentiated to meet the needs of individual students. The challenge, however, rests in making differentiation doable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality.

In this presentation, Solution Tree author and full-time classroom teacher Bill Ferriter introduces participants to a range of digital tools that can be used to:
- Track progress by student and by standard in a differentiated classroom.
- Provide structure for differentiated classrooms.
- Facilitate initial attempts at remediation and enrichment in a differentiated classroom.

Integrating Opportunities for Student-Self Assessment in Your Classroom
School assessment experts Rick Stiggins and Jan Chappuis once argued that creating opportunities for students—particularly those who struggle academically—to collect evidence that they are making progress toward mastering important outcomes is a moral imperative that we simply cannot ignore. "Are we skilled enough," they wrote, "to use classroom assessment to either keep all learners from losing hope to begin with or to rebuild that hope once it has been destroyed?" Their point was clear: In grade-driven spaces, many students never have the opportunity to feel successful in school.

That point resonated with Solution Tree author and sixth-grade classroom teacher Bill Ferriter, who had always been dissatisfied with the grade-driven work being done in his classroom. This session introduces participants to the tangible steps Bill has taken to integrate opportunities for self-assessment into his classroom in an attempt to ensure that every student has the chance to see themselves as capable learners.

Participants in this session:
- Discuss the important role self-assessment plays in learning.
- Explore simple self-assessment behaviors that can be integrated into any classroom.
- Learn about common challenges in integrating student self-assessment into the classroom.

We're Meeting. Now What?
For many teachers, professional learning team meetings can be nothing short of overwhelming. Unaccustomed to making collective decisions, teams struggle to organize their work together and begin to question the benefit of a school's decision to restructure as a professional learning community. In this session, participants explore the kinds of tangible structures that learning teams must have in place to make their meetings successful.

Participants in this session:
- Learn how personalities influence the successes or struggles of learning teams.
- Discuss the role that clear norms and expectations for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

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.

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.

Paula Maeker
Leading Literacy: Deepening Our Collaborative Practice
Literacy is at the heart of learning. Every student in every content area engages in reading and writing. For educators to guarantee high levels of literacy learning for every student, every day, teams must engage in thoughtful and intentional instructional design. Participants in this session approach professional learning community processes through the lens of literacy. They examine the high-leverage actions and protocols of collaborative teams that lead to greater success for students, far beyond the assignation of a reading level. They also analyze effective and ineffective examples of literacy instructional design to build a greater understanding of teamwork.

Participants can expect to:
- Examine a process for determining essential learning targets in literacy.
- Develop a framework for collaborative instructional design.
- Identify strategies that encourage depth and complexity in literacy engagement.
- Understand the significance of literacy assessment in the teaching and learning cycle.

Leveling Up: Taking Teams From Good to Great
Why should districts, schools, and teams that already see good results in student achievement invest in the PLC process? How does the conversation about the need for change when everything is "just fine" even start? Regardless of where it begins, the journey of continuous improvement never ends. This session focuses on the power behind building shared knowledge, engaging in collective inquiry, and discovering the impact of collaboration. Participants explore how to take their districts, campuses, and teams to new levels with outstanding results.

Participants can expect to:
- Explore the characteristics of high-performing collaborative teams.
- Learn how the PLC process and four critical questions can drive even greater student achievement.
- Gain tools and strategies to take teams to the next level.

Enjoy the Ride! Celebrating and Finding Joy in the PLC Process
The journey of building a culture of collaboration that ensures high levels of learning for all isn't easy. How do educators keep the joy of this work at the core of their mission, vision, values, and goals? To sustain the momentum of the PLC process, educational communities must celebrate small wins early and often. Participants in this session share ideas, tools, and stories of being in relentless pursuit of what is going right.

Participants can expect to:
- Discover how to build a culture of intentional celebration.
- Look at celebrating specific wins and milestones from the lens of the four critical questions.
- Explore ideas and tools for schoolwide celebrations in learning.

Mike Mattos
[KEYNOTE] 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.

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.

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

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

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
[KEYNOTE] 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 is 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

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

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.

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.

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.

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

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

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.

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