Agenda
Fort Worth, TX • September 29–October 1

Tuesday, September 29

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Regina Stephens Owens *A Declaration of Interdependence: Designing Culture and Developing Community for Learning*	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	**Breakout Sessions**	
2:45–3:00 p.m.	Break	
3:00–3:55 p.m.	**High-Impact Talks by Principals** (Each Session A HIT will be repeated in Session B.)	
	Session A • 3:00–3:20 p.m.	
	Session B • 3:35–3:55 p.m.	

Wednesday, September 30

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Janel Keating *Doing the Right Work at the Right Time for the Right Reasons*	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	**Breakout Sessions**	
2:45–3:00 p.m.	Break	
3:00–4:00 p.m.	**Leadership Forums**	
	Administrators in Urban Schools—Jack Baldermann	
	Administrators in Rural Schools—Brig Leane	
	Administrators in Suburban Schools—Lisa M. Reddel	

	Moving From Principalship to Central Office—Janel Keating	
	Administrators in Schools Moving From Good to Great—Jamie Nino	
	Administrators in Turnaround Schools—Rebecca Nicolas	
	Aspiring Principals—Michael D. Bayewitz	

Thursday, October 1

7:00–8:00 a.m.	Continental Breakfast	
8:00–9:30 a.m.	**Breakout Sessions**	
9:30–10:00 a.m.	Break	
10:00 a.m.–12:00 p.m.	**Keynote**—Brandon Jones *A Culture That Overcomes*	

Agenda is subject to change.

Day 1 Breakout Sessions at a Glance
10:00–11:30 a.m.

Elementary (K–5)

Michael D. Bayewitz	
Help Your Team! Overcoming Common Collaborative Challenges in a PLC	
Lisa M. Reddel	
Think Big, Start Small: From Getting Started to Becoming a Model PLC	

Middle (6–8)

Brig Leane	
Instructional Excellence via the PLC Process	
Jamie Nino	
Diversity: Learning for *All*	

High (9–12)

Jack Baldermann	
Successful Implementation Plans and Ideas for Fledgling PLCs	
Rebecca Nicolas	
Monitoring the Work of a Professional Learning Community	

All (K–12)

Regina Stephens Owens	
Designing and Developing Culture in High-Performing Schools	

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Day 1 Breakout Sessions at a Glance
12:30–2:00 p.m.

Elementary (K–5)

Michael D. Bayewitz	
Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC	
Lisa M. Reddel	
One Step Back, Two Steps Forward	

Middle (6–8)

Brig Leane	
Sustaining a Highly Effective PLC	
Jamie Nino	
Understand Me, I'm a Tweenager!	

High (9–12)

Jack Baldermann	
PLCs, Strategic Leadership, and Outstanding Results	
Rebecca Nicolas	
Your Old Boss Doesn't Work Here Anymore	

All (K–12)

Regina Stephens Owens	
Collective Efficacy at Work	

Agenda is subject to change.

High-Impact Talks
Session A • 2:15–2:35 p.m.
Session B • 2:50–3:10 p.m.

Jack Baldermann	
Why I Am Obsessed With SMART Goals and How They Drive Results	
Michael D. Bayewitz	
SMH: The OMGs of PLCs	
Brig Leane	
Reducing the Principal's Workload: Building an Effective School Leadership Team	
Rebecca Nicolas	
Wear Comfortable Shoes: Effective and Proactive Leadership	
Jamie Nino	
Let's Get Mentally Tough	
Regina Stephens Owens	
Hidden Figures: Transforming Learning	
Lisa M. Reddel	
What Are Your Signs?	

Agenda is subject to change.

Day 2 Breakout Sessions at a Glance
10:00–11:30 a.m.

Elementary (K–5)

Michael D. Bayewitz	
Leading PLCs in High-Poverty Elementary Schools: Proven Practices for Eliminating the Achievement Gap	
Lisa M. Reddel	
Culture Eats Structure for Breakfast: Developing and Sustaining a Professional Learning Community	

Middle (6–8)

Brig Leane	
It's Not Your Fault, but It Is Your Problem	
Jamie Nino	
The Results Are In: Data Coaching to Drive Learning Outcomes	

High (9–12)

Jack Baldermann	
Motivating Disengaged Students: Supporting Champions of Hope and Learning for All	
Rebecca Nicolas	
If I Have to Tell You What to Do, I May as Well Do It Myself	

All (K–12)

Janel Keating	
Leading the Work of a Professional Learning Community	

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Day 2 Breakout Sessions at a Glance
12:30–2:00 p.m.

Elementary (K–5)

Michael D. Bayewitz	
Unleashing Parent Engagement in High-Poverty Elementary Schools	
Lisa M. Reddel	
Facilitating Great Meetings	

Middle (6–8)

Brig Leane	
Beginning With the End in Mind: From Just Starting to Becoming a Model PLC School	
Jamie Nino	
Unlocking the Power of Student Learning Communities	

High (9–12)

Jack Baldermann	
Six Practical Tools and Two Proven Programs for PLC Success	
Rebecca Nicolas	
High Needs, High Impact	

All (K–12)

Janel Keating	
Are Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams	

Agenda is subject to change.

Day 3 Breakout Sessions at a Glance
8:00–9:30 a.m.

Elementary (K–5)

Michael D. Bayewitz	
Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC	
Lisa M. Reddel	
As Principal, You Must Communicate—Words Matter	

Middle (6–8)

Brig Leane	
You Can't Lead Alone: Building and Sustaining a Learning-Focused Leadership Team	
Jamie Nino	
Nothing More Than a Plate Full: A New PLC Game Plan	

High (9–12)

Jack Baldermann	
Motivating Disengaged Students: Supporting Champions of Hope and Learning for All	
Rebecca Nicolas	
We Didn't Get to Meet This Week (and Other Reasons Teams Fall Apart)	

All (K–12)

Brandon Jones	
More Than a Mission Statement: Unifying PLC and RTI to Guarantee Learning for All	

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Session Descriptions

Jack Baldermann
Successful Implementation Plans and Ideas for Fledgling PLCs
Jack Baldermann provides innovative ideas and a step-by-step process for successful PLC implementation for educators whose schools are starting the PLC process or need a reboot. As a principal, Jack worked with his team to successfully develop PLCs in three schools, and he has consulted and supported effective PLC implementation at schools throughout the country. Participants can expect to receive practical information to launch or relaunch the PLC process and start designing a strategic plan to integrate PLC concepts.

PLCs, Strategic Leadership, and Outstanding Results
Jack Baldermann, 2017 Illinois Principal of the Year and 2018 Finalist for National Principal of the Year, shares specific programs, ideas, plans, and tools used to transform schools. After four years of implementing PLC concepts, Westmont High School (a Title I school) became the most improved high school in Illinois in 2014 and 2015 with a graduation rate of 99 percent, a graduation rate of 100 percent for Latino and African American students, double-digit increases on every NCLB exam, a dramatic reduction in suspensions, achievement of adequate yearly progress for the first time in seven years, and one of the most improved advanced placement programs in the country. Riverside Brookfield High School achieved similar results using PLC concepts and employing strategic leadership.

Participants gain:
- Specific strategies to implement PLC concepts that are proven to result in significant student achievement
- Practical tools to help establish a high-functioning PLC school
- Useful information and inspiration to improve students' academic performance

Motivating Disengaged Students: Supporting Champions of Hope and Learning for All
Jack Baldermann shares the findings of leading researchers and practitioners in education, including new research based on more than 300 interviews with students identified as underperforming. He shows the results of specific programs that are making a substantial difference in student achievement and facilitates a discussion about how to reach and engage unmotivated students.

Participants in this session:
- Learn about and discuss current research and best practices in education that positively impact the lives of all students.
- Examine research on why students disengage from the learning process and what educators can do to help them become more successful.
- Explore ideas and solutions that work in harmony with PLCs.
- Gain information and strategies to implement at their schools or districts.

Six Practical Tools and Two Proven Programs for PLC Success
Jack Baldermann presents research-based ideas proven to have a positive impact on student learning. He provides detailed overviews about two intervention programs that have significantly decreased failure rates and increased student achievement.

Participants receive effective tools that may be implemented at little or no cost to:
- Better understand teams and get team members excited about the essential work of a successful PLC.
- Closely and accurately track student performance.
- Effectively strengthen and implement SMART goals, rubrics, and templates to support teams and help them monitor their progress and performance.
- Implement effective programs to reduce failure rates and increase graduation rates.

HIGH-IMPACT TALK
Why I Am Obsessed With SMART Goals and How They Drive Results
In addition to quickly establishing the *why* of SMART goals, this brief talk outlines specific actions to ensure the process leads to collaboratively built and passionately agreed-upon SMART goals.

The power of SMART goals lies in pulling together a cohesive team, bringing the shared mission, vision, and values to life, and celebrating the efforts that lead to increases in student achievement.

The process described in this talk led to an average graduation rate of 99 percent at Westmont High School, Illinois (a Title 1 school). The SMART goal process Westmont employs also led to increased state test scores and the most improved Advanced Placement program in Illinois and one of the most improved in the nation.

Michael D. Bayewitz
Help Your Team! Overcoming Common Collaborative Challenges in a PLC
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.

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.

Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC
Creating a collaborative culture is an essential characteristic of a successful PLC. To do so, educators must build trust and invest in developing personal relationships. How do educators maintain congeniality and still confront difficult facts when results fall short? Participants leave this session with a toolkit for effective communication and coaching strategies on how to engage in difficult collegial conversations within the context of a PLC.

Participants in this session:
- Gain appreciation for the importance of building a collaborative culture.
- Understand the difference between collegiality and congeniality in a PLC.
- Leave with a toolkit for facilitating effective communication and coaching strategies.

Leading PLCs in High-Poverty Elementary Schools: Proven Practices for Eliminating the Achievement Gap

Most educators would agree with the statement, *All children can learn*. Unfortunately, many schools fall short of making this a reality. Successful schools have built high-functioning PLCs with proven results for narrowing—even eliminating—the achievement gap despite high poverty and mobility rates. Using real-life examples, artifacts, and tools, Michael D. Bayewitz reveals how some Title I schools have built and maintained a consistent track record of success despite the ever-changing landscape in education.

Participants in this session:
- Hear about the unique PLC journey of a high-performing Title I elementary school.
- See concrete examples of interventions and practices that ensure student success at Title I schools.
- Obtain ideas and strategies, supported by practice and research, to implement at their K–6 schools.

Unleashing Parent Engagement in High-Poverty Elementary Schools

For years, educators have stressed the importance of parent involvement in schools. However, many schools—particularly high-poverty schools—have struggled to realize sustained, meaningful parent engagement. Using the PLC principle of a focus on learning (a commitment to learning for *every* student) as an entry point, participants learn new ideas for how they can meet parents' needs by strengthening partnerships and removing barriers to learning.

Participants in this session:
- Challenge conventional thinking about how schools partner with parents in high-poverty areas.
- Identify the difference between parent involvement and parent engagement.
- Learn how to remove barriers to learning by engaging parents in creative and innovative ways.

HIGH-IMPACT TALK
SMH: The OMGs of PLCs

Do you ever suddenly feel old and out of touch? After being a principal supervisor for six years, Michael D. Bayewitz has returned to the elementary school principalship and is learning the hard way about just how old he really is. He is also encountering some of the common misconceptions and questions about the PLC process. In this session, we take a lighthearted approach to identifying some of the common misunderstandings and pitfalls in the PLC process and how to avoid them.

Brandon Jones
A Culture That Overcomes
Poverty. Lack of parental involvement. Learning disabilities. Language. Insufficient funding. Gaps in learning. State and national testing. Outdated facilities. Lack of time. Low expectations.

Do these sound familiar? What are the most common challenges preventing your school from becoming what it could be? The fact is, all schools have factors that impede learning for students. Still, some schools defy the odds, consistently ensuring every student learns at high levels despite seemingly insurmountable obstacles. The secret isn't a special program or charismatic leader; it's an unrelenting commitment to a culture that overcomes!

Participants in this session:
- Determine the difference between a healthy and a toxic school culture.
- Examine current school policies and practices that lead to each type of culture.
- Define the practical role of the principal as an influencer in this process.

More Than a Mission Statement: Unifying PLC and RTI to Guarantee Learning for All
The primary mission of a professional learning community is to ensure high levels of learning for *all* students. With this goal in mind, do the systems of support in our schools truly align with that mission? Despite our best lessons and efforts in class, we are assured that some students will be unsuccessful without additional time and support. Because of this, creating a system in which all students are guaranteed to receive directed, specific, and timely intervention is essential to each student's success. Participants in this session 1) Identify common barriers schools face when attempting to provide additional help for students, 2) Identify possible solutions to those issues, and 3) Explore the enrichment plan of a model PLC secondary school. This session is based on the RTI research of Mike Mattos and Austin Buffum as well as action research from several model PLC schools.

Participants in this session:
- Examine their current reality and challenges regarding systematic interventions.
- Determine how a professional learning community addresses common challenges and helps sustain a tiered system of support for students.
- Investigate the enrichment and intervention plan of a current model PLC school.

Janel Keating
Doing the Right Work at the Right Time for the Right Reasons
Eliminate the knowing–doing gap and the expectation–acceptance gap by implementing the high-impact actions of continuously improving schools. Knowing leadership is important, but understanding leadership theory is not enough. Janel Keating shares specific leadership practices coupled with practical tools that will positively impact student learning, adult learning, and the work of teams. Janel provides essential next steps for participants to take back to their districts, schools, and teams to effectively do the right work at the right time for the right reasons.

Leading the Work of a Professional Learning Community
Coming soon!

Are Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams
The two important reasons to look at data in a PLC are to determine whether kids are learning and to improve professional practice. This interactive session highlights how high-performing teams quickly examine their data to make decisions that impact kids in the classroom. Participants are provided an effective, user-friendly data analysis tool to facilitate this work.

Brig Leane
Instructional Excellence via the PLC Process
How do teams improve instruction over time in the PLC process? Participants in this session learn how the products effective teams create help educators emphasize and track team learning over time. Teams also discover how to strategically place educators during interventions to maximize student and educator learning.

Outcomes from this session include:
- Exploring critical templates to guide highly effective collaborative teams
- Gaining guidance for collecting team learning at key steps in the PLC process
- Examining how intervention time can most effectively be used to advance teacher and student learning

Sustaining a Highly Effective PLC
What key steps should leaders take to sustain the PLC process over time? Leaders at this session learn to guide their teams toward true interdependence with team-based collective commitments. Educators also discover effective and simple techniques to help teams review and standardize their processes, set manageable goals for improvement, and develop tracking systems to know which teams need help.

Participants in this session learn:
- Methods to develop truly interdependent teams
- How to develop periodic and learning-focused team reviews
- Ways to maximize effectiveness by knowing which teams need more time and support

It's Not Your Fault, but It Is Your Problem
Kids come to school with all kinds of issues impacting their ability to learn. Hardworking educators are hired to ensure student learning in spite of those issues—and society is depending on it. There is no pointing fingers or laying blame in this session, just participants rolling up their sleeves and learning the best ways to solve problems. Participants explore assumptions we all make about students, proven practices to help struggling students, and how to best accomplish achieving high levels of student learning together.

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

- How to lead a collaborative process of solving problems

Beginning With the End in Mind: From Just Starting to Becoming a Model PLC School
"If you don't know where you are going, any road will get you there." —Cheshire Cat, *Alice in Wonderland*

Are you looking to build a solid foundation and develop a focused roadmap to become a school where student and adult learning thrives? This session examines the five keys to sustainable change to ensure successful implementation of your PLC journey and ways to get quick wins to maintain momentum along the way. Also, Brig Leane briefly discusses the benefits of becoming a future model PLC school.

Participants in this session:
- Explore the conditions necessary for sustainable change.
- Develop an awareness of the need for quick wins along the way and examples of how to get them.
- Examine reasons why schools should seek model PLC school designation and how the application process provides a roadmap for school improvement.

You Can't Lead Alone: Building and Sustaining a Learning-Focused Leadership Team
Creating and sustaining a PLC school begins by forming a respected leadership team—a guiding coalition. If principals succeed in getting this team focused on the importance of collaboration, the rest of the staff will have widely dispersed leadership to follow. Participants in this session explore tools to ensure the right teachers are on this critical team, tasks the team must complete, and ways to measure team effectiveness. They also examine how to lead a consensus-building process in conjunction with the guiding coalition before making schoolwide decisions.

Participants in this session:
- Examine tools that determine which staff members should be on the guiding coalition.
- Identify strengths and areas for improvement within a guiding coalition.
- Develop an understanding of consensus and learn to lead an effective collaborative decision-making process for schoolwide changes, such as master schedules, mission, vision, values, and goals to achieve learning for all.

HIGH-IMPACT TALK
Reducing the Principal's Workload: Building an Effective School Leadership Team
Many decisions have to be made at a school, but they don't all have to be made by the principal. Learn how a structured and shared decision-making process can free up time, increase staff ownership in decisions, provide the tools for staff to solve problems collectively, and improve school culture.

Rebecca Nicolas
Monitoring the Work of a Professional Learning Community
Once teacher teams are formed and are meeting regularly, you may believe the work of becoming a PLC is finished. However, if you want to ensure sustainable practice, it has just begun. How can a leadership team ensure that teacher teams are doing the "right work" week after week? Monitoring products allows school leadership to better understand teachers' work associated with each of the four

critical questions of a PLC. Administrators and teachers in this session learn about a simple data collection tool that helps leadership and teacher teams audit their productivity and ensures that teams are progressing through each of the four critical questions.

Outcomes from this session include:
● Understanding the difference between activity- and productivity-focused teams
● Exploring products that reflect a team's focus on each of the four critical questions
● Acquiring a data collection tool to monitor team productivity over time

Your Old Boss Doesn't Work Here Anymore
The first job of any new principal is to navigate the culture of the building where he or she has recently been hired. Some principals can tell horror stories of how they inherited toxic cultures, defiant teachers, and disillusioned parents. All of these are significant obstacles to success. However, what's a principal to do when the principal being replaced was beloved? This session focuses on how to create a vision that builds on a school's legacy of success, while pushing innovation and exploration for teachers and staff.

Outcomes from this session include:
● Understanding how to navigate relationships with teachers, staff, and the community as a new principal
● Acquiring a process for auditing a culture and climate that yields insight into the unspoken norms of a school building
● Communicating a mission and vision that pushes a school to move beyond its comfort zone toward continued improvement

If I Have to Tell You What to Do, I May as Well Do It Myself
Ensuring widely dispersed leadership is critical to the success of a PLC. While successfully delegating work can be difficult, genuinely empowering leaders within your school is even more complex. A successful school leader must learn to balance autonomy and accountability for the leadership team and members of the school's guiding coalition. Participants in this session explore the challenges of ensuring everyone is acting on a school's collective commitments and has been empowered to truly lead the school in its mission, vision, values, and goals.

Outcomes from this session include:
● Envisioning the balance point between autonomy and accountability at which team leaders best function
● Creating a list of products to monitor the leadership efforts of teams
● Creating a weekly team schedule that allows time and space for each critical team leader

High Needs, High Impact
Every school must combat things that distract students and staff from a focus on learning. In an at-risk school, this challenge is exacerbated by home and health issues that require multiple community and instructional supports. Participants in this session explore the systems of an intervention team designed to maximize intervention and support structures. Participants will examine three support

teams: academic, social–emotional, and home/health teams that provide tier 2 and 3 supports to a school's most vulnerable students.

Outcomes from this session include:
- Understanding the indicators that make a student a candidate for intensive intervention and support
- Exploring the structure and interaction of teams that consist of varied support personnel
- Brainstorming about how to capitalize on a school's existing resources to provide wraparound supports for a school's most vulnerable population

We Didn't Get to Meet This Week (and Other Reasons Teams Fall Apart)
As in all things, the key to successful collaborative teams is consistency. If teams fail to meet on a consistent schedule, their time together is akin to a compliance activity. But meeting together is just the first step. There are a lot of ways good teams go wrong. Participants in this session explore ways to combat the siren call of canceling meetings and other ways teams fall into dysfunction. Participants learn to recognize red flags that indicate a team is not working at capacity.

Outcomes from this session include:
- Understanding leadership's role in prioritizing time for teams
- Diagnosing the myriad ways in which teams engage in "PLC lite"
- Exploring the temptations of "easy fixes" for dysfunctional teams

HIGH-IMPACT TALK
Wear Comfortable Shoes: Effective and Proactive Leadership
Being visible and involved in your building is a deceptively difficult task to pull off when the emails pile up and the reports are due to central office. How can you schedule your day to make sure you are present and engaged with your staff and students each day? Get comfortable. And get your Fitbit out.

Jamie Nino
Diversity: Learning for *All*
It is our job to ensure that *all* learners acquire full proficiency as rapidly and effectively as possible. This session is geared toward supporting leaders who pave the way in closing the achievement gap at their school site or district. We want students to meet and exceed grade-level standards at increased levels of rigor.

Participants in this session:
- Look at established systems and structures that support all learners.
- Learn ways to establish shared leadership and responsibility among staff.
- Prioritize the needs of *all* students.
- Gain proven instructional strategies for English learners.

Understand Me, I'm a Tweenager!
Tweenagers, children between ages 10 and 14, undergo many mental, emotional, and physical changes. For that reason, middle school is a challenging time in a student's life. It is vitally important

for leaders to establish an environment where these students can be their best selves. It is our role as educators to have systems in place that allow students to thrive and be prepared for high school.

Participants in this session:
- Reflect on the importance of building strong relationships with students, staff, and parents.
- Consider the characteristics of effective middle school structures.
- Gain strategies to cultivate an environment of positive behaviors within this age group.
- Learn strategies to establish fluid systems of support.
- Examine ways to ensure students are high school ready.

The Results Are In: Data Coaching to Drive Learning Outcomes
Data comes to us in many forms. How do we use data to drive our instruction and how will we answer the question, What do we do when there is too much data to look at and we don't know where to start?—otherwise known as *data rich, information poor*. Participants in this session experience how to analyze data to get the best student achievement.

Outcomes from this session include:
- Understanding what data to use to inform teaching practices
- Exploring new ways to quickly look at data to make informed decisions
- Discovering three steps for fast data analysis
- Learning ways to systematically organize RTI to meet student needs

Unlocking the Power of Student Learning Communities
Participants in this session are introduced to student learning communities (SLCs). Just as adults build their own capacity, students need to do likewise. This high-leverage team action ensures that students are actively participating in their own learning. Student learning communities encourage students to have a growth mindset and hold one another mutually accountable for learning.

Outcomes from this session include:
- Understanding how to establish goals with students
- Exploring new activities that help motivate students
- Examining how to establish a safe culture within a classroom so students are successful

Nothing More Than a Plate Full: A New PLC Game Plan
Participants in this session draw from new learning gained from this institute and come up with a game plan before returning to their sites. It is important to have a plan in place before the school year starts to fortify their professional learning community and to balance obligations and tasks. Setting goals and prioritizing new learning is significant when beginning a new school year.

Participants in this session:
- Organize learning from previous keynote and breakout sessions.
- Construct a plan with short-term and long-term goals.
- Recognize the balancing act of a PLC: What is "loose" and what is "tight"?
- Effectively balance the priorities within a classroom and school.

Let's Get Mentally Tough
Part of being a leader is developing strength in others, and in order to support a growth mindset on campus, leaders need to inspire and motivate. Jamie Nino shares attributes that every mentally strong leader needs to create an environment that allows for others to feel secure and to thrive.

Regina Stephens Owens

A Declaration of Interdependence: Designing Culture and Developing Community for Learning
Becoming a PLC requires that we take on the characteristics of learning, collaborating, and getting results through collective inquiry, action research, and a commitment to continuous improvement.

In an era of accountability, the collective responsibility for continuous improvement has given way to teams and departments in silos and school improvement primarily focused on test scores. Regina Stephens Owens discusses the essentials required to develop the culture and collective responsibility to ensure that all learn at high levels.

Participants in this session:
- Explore methods of designing and developing culture based on the mission, vision, and values of a professional learning community.
- Examine ways to ensure transformation, from first order to second order, leveraging the six characteristics of a learning community.
- Learn how to develop a learning infrastructure and measure behaviors to ensure sustained transformation and produce collected efficacy.

Designing and Developing Culture in High-Performing Schools
Culture is simply every intentional and unintentional act that occurs in school. Participants explore the five keys of developing intentional culture: imagination, individualization, personalization, acculturation, and celebration.

Outcomes from this session include:
- Discovering how designing and developing culture is connected and communicated through the mission, vision, and values of a learning organization
- Leveraging individualization and personalization in maintaining school or classroom culture
- Using communication and celebration to ensure an inclusive and responsive culture

Collective Efficacy at Work
Leveraging the strengths of all community members can be challenging. Where do we start? How can we monitor and measure to ensure growth for staff and students? How do we work interdependently to accomplish goals? Regina Stephens Owens facilitates a collaborative discussion as participants discover ways to increase results through collective responsibility.

Participants in this session explore how to:
- Build a community of compassion where all stakeholders work interdependently to ensure students are ready for college, career, and life.
- Develop experiences where staff and students learn and grow, resulting in the alignment and achievement of individual and organizational goals.
- Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

Hidden Figures: Transforming Learning
We hold these truths to be self-evident, that all learners are created equal. We, as a school, are committed to designing environments and experiences that compel students and staff to use their gifts and talents to better our community. We are committed to transformational learning where learners are well-practiced at critical thinking, goal setting, and reflection.

Lisa M. Reddel
Think Big, Start Small: From Getting Started to Becoming a Model PLC
Where does a leader begin when seeking to become a model PLC school? There is no recipe or quick fix. Every school begins in a different place and with different human resources, but every school *can* become a model PLC school, a continuously improving organization that focuses on collaboration and high levels of learning for all. This session provides practical examples for how to start.

Participants in this session:
- Acquire a toolkit of strategies to help with getting started.
- Identify and develop initial action steps to implement this school year.
- Examine the model PLC school status application process.

One Step Back, Two Steps Forward
Does it often feel that every step in the right direction is followed by a step or two backward? With teacher turnover, repeated conversations, and constant professional development, how does a principal continue to lead, support, monitor, and ensure student learning and growth year after year?

Participants in this session:
- Review ways to keep teams organized, focused, and committed to continuous improvement.
- Provide the purpose, goals, and logistics to organize an induction process for all teachers new to the building.
- Develop action steps for the return to school.

Culture Eats Structure for Breakfast: Developing and Sustaining a Professional Learning Community
Why focus on school culture? Culture influences the way people think, what they value, how they feel, and how they act. It is the most powerful source of leverage for bringing about change in any school. A culture can be simultaneously loose and tight—finding the right balance is key.

Participants in this session:
- Examine how school cultures can reinforce or damage PLCs.

- Develop tools to assess the features of culture that support and encourage PLCs.
- Discuss the leader's role in shaping culture and develop some action steps.

Facilitating Great Meetings

Having productive, engaging, and efficient meetings about learning is the goal of every collaborative teacher team. Lisa M. Reddel offers guidance and strategies for facilitating meetings in a PLC that focuses on learning and results. Participants in this session delve into clarifying roles of team members, strategies to help teams and meetings become more organized and productive, and how to build consensus without winners and losers.

Learning outcomes from this session include:
- Understanding the difference between consensus and unanimity
- Examining roles within a team and methods to support a team's efforts
- Reviewing ways to keep teams organized, focused, and committed to continuous improvement

As Principal, You Must Communicate—Words Matter

In this world of short sound bites, short attention spans, and one-sentence sermons, every word and each conversation count. As a leader, your words are impactful in a PLC. Your words, combined with your beliefs, tend to become your reality. Words *do* matter. What words and messages do you choose and use to support your students, teachers, school, and community?

Participants in this session:
- Gain an understanding of top leadership characteristics and learn to recognize the importance of clear and consistent communication in a collaborative culture.
- Acquire tips on how to respond to resisters.
- Apply the principles of dialogue in building a collaborative culture in schools.

HIGH-IMPACT TALK

What Are Your Signs?

Leaders have messages and display signs everywhere! We are the culture keepers of our school. Often, we use the power of visuals to project leadership behaviors, communicate with our constituents, and influence our school cultures every day. What messages do they send directly or indirectly to those who visit your office?