

The Summit on PLC at Work

Agenda • February 2–4, 2021

All sessions are in Eastern Time.

Tuesday, February 2

10:45 a.m.–12:30 p.m.	Introduction —Solution Tree Keynote —Regina Stephens Owens [Live] <i>A Declaration of Interdependence: Designing Culture and Developing Community for Learning</i>
12:30–12:45 p.m.	Break
12:45–2:00 p.m.	Concurrent Keynotes
2:00–2:30 p.m.	Lunch
2:30–4:00 p.m.	Breakout Sessions [With Live Chats] <i>Presenters interact with attendees in real time via live chat during sessions.</i>
4:00–4:15 p.m.	Break
4:15–5:30 p.m.	Keynote —Thomasenia Lott Adams <i>The Key Ingredient</i>

Wednesday, February 3

10:45 a.m.–12:30 p.m.	Introduction —Solution Tree Keynote —Mike Mattos [Live] <i>In the Eye of the Storm: Staying Focused and Grasping Opportunity During Challenging Times</i>
12:30–12:45 p.m.	Break
12:45–2:00 p.m.	Concurrent Keynotes
2:00–2:30 p.m.	Lunch
2:30–4:00 p.m.	Breakout Sessions [With Live Chats] <i>Presenters interact with attendees in real time via live chat during sessions.</i>

Thursday, February 4

10:45 a.m.–12:00 p.m.	<p>Introduction—Solution Tree</p> <p>Panel Discussion [Live] <i>Presenters provide practical answers to your most pressing questions.</i></p>
12:00–12:15 p.m.	Break
12:15–1:45 p.m.	<p>Keynote—Julie A. Schmidt <i>Yes We Can! All Really Does Mean All in a PLC</i></p>
1:45–2:00 p.m.	Break
2:00–3:30 p.m.	<p>Keynote—Anthony Muhammad <i>Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment</i></p>

Bonus Sessions—Available Friday, February 5

Bonus sessions can expand your understanding of the PLC at Work process. These sessions are available to attendees through the event platform starting on February 5.

Robert Eaker — <i>Would It Be Good Enough for Your Own Child?</i>
Aaron Hansen — <i>Commitment, Persistence, and Reinspiration</i>
Mike Mattos —Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions
Anthony Muhammad — <i>Collaboration Is a Lifestyle, Not a Meeting!</i>
Sarah Schuhl — <i>Data, Data, Data: What Do Teams Need? What do We Do With It?</i>

Sessions at a Glance

Day 1—Tuesday, February 2

Concurrent Keynotes, 12:45–2:00 p.m.

Tim Brown <i>Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting</i>
Luis F. Cruz <i>Time for Change: Embracing the Skills Transformational Leaders Use to Confront Resistance</i>
Sarah Schuhl <i>Navigating the Road Ahead Without Making a U-Turn</i>

Breakout Sessions, 2:30–4:00 p.m.

Thomasenia Lott Adams <i>Perceptions, Possibilities, and Priorities: Being Intentional About Supporting Girls in Mathematics</i>
Tim Brown <i>Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration</i>
Luis F. Cruz <i>Time for Change: The Role of the Guiding Coalition in Transforming a Traditional School System Into a High-Achieving PLC</i>
Robert Eaker <i>Willy-Nilly Doesn't Work Here Anymore!</i>
Timothy D. Kanold <i>Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!</i>
Mike Mattos <i>Mind the Gaps: How to Systematically Close Learning Gaps and Ensure High Levels of Learning for All Elementary Students</i>
Anthony Muhammad <i>Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change</i>
Regina Stephens Owens <i>SustainED Transformation</i>
Sarah Schuhl <i>Creating Common Assessments for Team and Student Learning</i>

Agenda is subject to change.

Sessions at a Glance

Day 2—Wednesday, February 3

Concurrent Keynotes, 12:45–2:00 p.m.

Cassandra Erkens <i>Instructional Agility</i>
Sharroky Hollie <i>Who Are Your Underserved and Are You Being Culturally Responsive to Them?</i>
Timothy D. Kanold <i>Attending to the Heart and Soul of Your Professional Life in Such a Time as This!</i>
Philip B. Warrick <i>Cultivating Effective Teaching in Every Classroom</i>

Breakout Sessions, 2:30–4:00 p.m.

Tim Brown <i>Doubling the Speed of Learning: Activating the Keys of Formative Assessment to Create a Culture of Learning</i>
Robert Eaker <i>Friday Night in America: A Commonsense Approach to Improving Student Achievement</i>
Cassandra Erkens <i>Designing Collaborative Common Assessments for 21st Century Skills</i>
Sharroky Hollie <i>Culturally Responsive Classroom Management</i>
Timothy D. Kanold <i>Living Your PLC Life Between the Zeros: Finding and Creating Moments of Joy, Gratitude, and Grace!</i>
Mike Mattos <i>Mind the Gaps: How to Systematically Close Learning Gaps and Ensure High Levels of Learning for All Secondary Students</i>
Anthony Muhammad <i>Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey</i>
Philip B. Warrick <i>A Teacher's Guide to Standards-Based Learning and Grading</i>

Agenda is subject to change.

Day 1—Session Descriptions

Tuesday, February 2

MORNING KEYNOTE

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 focuses primarily 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 designing and developing culture based on the mission, vision, and values of a PLC.
- Examine ways to ensure transformation, from first to second order, leveraging a PLC's six characteristics.
- Learn how to develop a learning infrastructure and to measure behaviors for sustained transformation and collective efficacy.

CONCURRENT KEYNOTES

Tim Brown

Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting

Educators in schools with a focus on learning promote a strong sense of self-efficacy in their students. Studies show this may be one of the most significant factors for student motivation and engagement. Participants examine essential characteristics for building student self-efficacy and explore team-developed products and strategies for using them.

Session outcomes include:

- Examining, exploring, and discussing key components that enhance self-efficacy
- Analyzing strategies for goal setting with students
- Exploring products teams create to help students track their learning progress

Day 1—Session Descriptions

Tuesday, February 2

Luis F. Cruz

Time for Change: Embracing the Skills Transformational Leaders Use to Confront Resistance

While the PLC process addresses how to change the educational system to ensure high levels of learning for all students, administrative and teacher leaders are left with the arduous task of generating commitment from adult stakeholders to embrace change—uncomfortable though it may be initially. How do leaders tactfully generate commitment from others to embrace change initiatives? What types of resistance might they encounter? How do we thoughtfully address individuals who refuse to implement critical aspects of the PLC process?

Luis F. Cruz introduces participants to ways in which transformational leaders effectively address rational and irrational forms of resistance. He illustrates how teachers and administrative leaders use the “RESIST” protocol to counter individuals who refuse to embrace the PLC process as a vehicle toward ensuring all students learn at high levels.

Sarah Schuhl

Navigating the Road Ahead Without Making a U-Turn

Being a PLC requires a culture of learning, collaborating, and using data to inform next steps. Teacher teams embrace equity and develop team efficacy while embracing the fact that more students learn due to their work together. Such a vision does not happen overnight. The road ahead may be a bit rocky.

What are some common roadblocks in the work of collaborative teams? How can teacher teams proactively work to remove them? Sarah Schuhl shares strategies for strengthening the work of collaborative teams. She shares practical tools, protocols, and examples to navigate a path forward.

Participants in this session:

- Analyze critical foundations for collaborative teams.
- Explore how teams can be more efficient and effective as they address the four critical PLC questions to improve student learning.

Day 1—Session Descriptions

Tuesday, February 2

BREAKOUT SESSIONS

Thomasenia Lott Adams

Perceptions, Possibilities, and Priorities: Being Intentional About Supporting Girls in Mathematics

Most people have heard the stereotype that girls are not as good at mathematics as boys. Is this true? If it is true, is it so across all grades and content areas? Thomasenia Lott Adams examined this topic in *Making Sense of Mathematics for Teaching Girls in Grades K–5* (2019), and in this session, she continues the conversation. Dr. Adams reviews how to be intentional about content, instruction, and assessment to empower girls in learning mathematics. Finally, she focuses on priorities that stakeholders can consider to support every learner of mathematics.

Participants can expect to:

- Explore beliefs, biases, and stereotypes related to girls in mathematics.
- Experience a shared image of instruction that accommodates girls in mathematics.
- Create challenges for themselves and other stakeholders to address factors that hinder students from succeeding in mathematics.

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* (2012), argues that teams become great by explicitly stating their values. This is true in PLCs as well. A critical step in the PLC process is developing a shared vision of instruction, assessment, and interventions at the classroom, team, and schoolwide levels. Tim Brown shares strategies and provides examples that educators use in developing collective commitments and a common vision.

Participants can expect to:

- Understand the importance of developing explicit commitments within a team.
- Learn strategies to develop collective commitments.
- Explore processes and protocols that make values more than a one-time event.

Day 1—Session Descriptions

Tuesday, February 2

Luis F. Cruz

Time for Change: The Role of the Guiding Coalition in Transforming a Traditional School System Into a High-Achieving PLC

Research shows that effective school leadership is no longer the sole domain of administrators. Teacher leadership must drive the process if schools plan to implement and embrace the PLC model. A guiding coalition, composed of administrative and teacher leaders, must be formed and continuously improved to ensure effective implementation of the PLC process.

Luis F. Cruz shows how to unite guiding coalitions and encourage school staff to accept the PLC process wholeheartedly. A guiding coalition is an insurance policy to guarantee the PLC process is discussed and effectively implemented.

Participants in this session:

- Learn how a guiding coalition generates collective responsibility for helping all students achieve academic success.
- Learn how a guiding coalition creates a culture of accountability by motivating staff who lack positional authority to hold themselves and others accountable.
- Discover how effective leadership, initiated by a guiding coalition, motivates staff to implement the PLC process to benefit all stakeholders.

Robert Eaker

Willy-Nilly Doesn't Work Here Anymore

Robert Eaker shares how disjointed incrementalism in schools undermines efforts in achieving high levels of learning for all students. Dr. Eaker bases this session on research in Michael Rutter's book *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*, a three-year study of a dozen secondary schools in large urban areas. Highly effective schools have one thing in common: agreed-upon ways of doing things—doing the right things for the right reasons in the right ways at the right times. The process begins with reaching a consensus on the *why* of work before focusing on the *what*.

Day 1—Session Descriptions

Tuesday, February 2

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, 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 four of six research-affirmed lesson design criteria essential to student perseverance and sustained effort in mathematics class every day. He provides sample K–12 mathematics tasks and online resources for teacher support.

Participants use the PLC mathematics lesson design model to:

- Appropriately use prior knowledge and academic vocabulary activities.
- Examine the use of lower-level- and higher-level-cognitive-demand tasks during class.
- Consider in-class (remotely or not) student reflection and discourse as part of a formative assessment feedback loop when students get stuck during a lesson.

Mike Mattos

Mind the Gaps: How to Systematically Close Learning Gaps and Ensure High Levels of Learning for All Elementary Students

Due to the COVID-19 pandemic, educators face an unprecedented challenge: How to close the learning gaps created by months of school closures and uneven access to virtual learning opportunities. Mike Mattos discusses steps schools can take to create a highly effective, multitiered system of supports to close learning gaps. He shows how the PLC at Work process creates the schoolwide framework required to build a multitiered system of supports.

Participants in this session:

- Understand the guiding principles behind a multitiered system of interventions.
- Learn the essential actions that collaborative teams must complete at Tier 1 to respond when students don't learn.
- Discover ways to target preventions, interventions, extensions, and remediation.
- Learn how to prioritize resources to meet student needs best.
- Provide specific examples of elementary school schedules.

Day 1—Session Descriptions

Tuesday, February 2

Anthony Muhammad

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Explore the connection between personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for many years. Anthony Muhammad holds that our thinking is the primary culprit in the fight to overcome the achievement gap.

Participants can expect to explore:

- 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)

Regina Stephens Owens

SustainED Transformation

Pivoting from brick-and-mortar to remote and virtual learning environments requires a learning infrastructure that supports deep learning at all levels. Operating with equity, efficiency, and efficacy involves planning and implementing with purpose. It requires 1) applying creative principles of design thinking, 2) collaborating around essential practices, and 3) working with peers to improve professional practices and student learning while authentically engaging in a continuous learning process.

Regina Stephens Owens leads a discussion on collaborating on best practices and coaching design action plans to support learning in all environments: brick and mortar, remote, virtual, and blended.

Participants in this session:

- Learn techniques to include all stakeholders in the community through collective responsibility.
- Expose specific challenges of learning environments and explore solutions for overcoming obstacles.
- Create a plan of action to support small schools that function as a learning community.

Sarah Schuhl

Creating Common Assessments for Team and Student Learning

Common assessments help students and teachers answer the second critical question of a PLC, “How do we know if students learned it?” Sarah Schuhl adds, “What is the purpose of each assessment? How can they be used to help students identify what they have and have not yet learned?” Participants explore considerations for writing quality common assessments and using them to involve students in their learning.

Session outcomes include:

- Understanding a balanced assessment system
- Exploring considerations for item types to include on common assessments
- Learning how to use common assessments to help students self-reflect

Day 1—Session Descriptions

Tuesday, February 2

AFTERNOON KEYNOTE

Thomasenia Lott Adams

The Key Ingredient

Growing up, Thomasenia Lott Adams' parents shared aphorisms with her and her siblings, such as: "I got dressed up, but when I got to where I was going, I was still who I was." "Don't be a person who walks around the cup to look for the handle." "If the job won't wake you, I won't shake you." And, "It's easy to build a bridge and walk over common sense."

Dr. Adams' parents made life interesting for their offspring and learning plain. When the children needed a nugget of wisdom, her parents dug deep to find the *key ingredient* that would make them stop and listen. In this session, Thomasenia challenges participants to think about the key ingredient that can make a difference in their interactions with students, parents, and colleagues.

Participants can expect to:

- Revisit the idea that the authentic self is the best thing to be in any context.
- Look within for life stories that can prove meaningful for others.
- Discover how to find the key ingredient needed at the right moment to engage others.

Day 2—Session Descriptions

Wednesday, February 3

KEYNOTE

Mike Mattos

In the Eye of the Storm: Staying Focused and Grasping Opportunity During Challenging Times

Without question, the COVID-19 pandemic has caused educators across the world to face unprecedented challenges. Yet, regardless of the safety-driven shifts to virtual learning and social distancing, our mission remains the same: To ensure every student acquires the academic skills, knowledge, and behaviors needed for future success.

Mike Mattos builds the case that teachers should not view current teaching conditions as something to endure until things get back to normal. Instead, they should see this as an opportunity to better prepare students for the demands of postsecondary education and the 21st-century global economy. Grasping this opportunity requires educators to learn new tools, and the PLC at Work process is the best way to support the adult learning needed for educators and students to thrive during these difficult times.

CONCURRENT KEYNOTES

Cassandra Erkens

Instructional Agility

The ultimate goal of all instruction is to ensure *all* students learn at high levels. To do this, teachers must be precise yet flexible in their instructional practice. How do educators ensure this happens consistently and equitably, teacher by teacher and team by team? Participants in this session explore how PLCs work collaboratively to empower individual team members to become instructionally agile.

Outcomes from this session include:

- Defining and exploring the concept of instructional agility
- Identifying classroom strategies necessary to be instructionally agile
- Exploring leadership practices needed to ensure teachers are empowered to be instructionally agile

Sharroky Hollie

Who Are Your Underserved and Are You Being Culturally Responsive to Them?

The most critical aspect of cultural responsiveness is determining which students receive “bad customer service” because the school, as an institution, is not culturally responsive to their needs.

Sharroky Hollie poses the questions:

- Who are the underserved in your school?
- Are you responsive to who they are culturally, not just racially?
- Do you know the students in your classrooms, schools, and districts?

Day 2—Session Descriptions

Wednesday, February 3

Timothy D. Kanold

Attending to the Heart and Soul of Your Professional Life in Such a Time as This!

Timothy D. Kanold draws from his best-selling book, *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2017) and his follow-up book *SOUL! Fulfilling the Promise of Your Professional Life as a Teacher and Leader* (2021) to provide brain research, insights, stories, and wisdom from thought leaders inside and outside education.

Within the culture of a PLC school, the relational expectations and chaotic daily interactions with students and colleagues can be overwhelming and exhausting. Dr. Kanold describes how to use one's *heartprint* and *soul story* to avoid burnout and maintain a healthy and well-balanced professional life each day. He describes the role that empathy and self-compassion play in our educational work–life experiences and suggests how to stay busy without being hurried. He finishes by offering strategies for engaging with your Quadrant II *slack tide* time every day.

Participants can expect to:

- Examine how to use their heartprint and soul stories to overcome obstacles to happiness, joy, compassion, and grace in their professional lives.
- Consider how to create a unifying PLC culture of belonging and vulnerability.
- Learn how to pursue and sustain a well-balanced, high-energy, no-burnout personal and professional life that can positively affect students and colleagues.

Philip B. Warrick

Cultivating Effective Teaching in Every Classroom

One of the most influential factors in student learning is the quality of teaching in the classroom. Quality initial instruction is the first level of the response to intervention (RTI)/multitiered system of support (MTSS) process.

Developing pedagogical skills in a school requires a coordinated, systemic, collective approach that honors existing effective teaching practices while differentiating for teachers' needs as professional learners. Level 2 of the High Reliability Schools model fits this purpose. Philip B. Warrick explores four collaborative, schoolwide systems designed to cultivate effective teaching in every classroom.

Participants can expect to:

- Understand why and how to develop a research-based, schoolwide model of instruction.
- Explore ideas for connecting pedagogical growth goals to specific aspects of job-embedded professional development.
- Learn the Marzano model of instructional rounds and what it can do quickly to enhance pedagogical growth schoolwide.

Day 2—Session Descriptions

Wednesday, February 3

BREAKOUT SESSIONS

Tim Brown

Doubling the Speed of Learning: Activating the Keys of Formative Assessment to Create a Culture of Learning

Formative assessment enhances learning for all students, especially those who struggle. Assessment expert Dylan Wiliam notes that formative assessment can double the speed of learning when it is effectively applied. The Assessment Reform Group in the United Kingdom identified five keys for improving assessment. Tim Brown explores each key and shares examples of teachers activating and using the five keys in their classrooms, in teams, and schoolwide.

Participants can expect to:

- Explore relationships between formative assessment and student achievement.
- Examine ways in which teams align their assessment practices to increase student achievement.
- Evaluate considerations in the assessment process.

Robert Eaker

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

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

Cassandra Erkens

Designing Collaborative Common Assessments for 21st Century Skills

The recent upheaval due to the COVID-19 pandemic caused much angst regarding assessment design and use. It also opened the door to possibilities for moving teamwork to focus on 21st century skills, especially in a virtual environment. How can teachers use the common assessment system to help move beyond students regurgitating information to the practice of co-creating new insights and new solutions for a complex and rapidly changing world? Cassandra Erkens explores the integration of rigor, relevance, and 21st century skills in assessment design.

Participants in this session:

- Examine widely accepted 21st century skills.
- Identify the criteria for, and non-negotiables of, quality assessment design.
- Explore designing a 21st century, skill-based assessment.

Day 2—Session Descriptions

Wednesday, February 3

Sharroky Hollie

Culturally Responsive Classroom Management

Situational appropriateness is the concept of determining what cultural or linguistic behavior is most appropriate for the moment. Students can choose cultural and linguistic behaviors, dependent on the situation, without sacrificing their base cultures or languages. Participants in this session gain insight into situational appropriateness and acquire a toolkit of culturally responsive classroom management techniques that will lead to a stronger classroom community and increased achievement.

Outcomes include:

- Learning how to use attention signals strategically
- Acquiring protocols for responding to and discussing these signals
- Gaining a toolbox of movement activities
- Experiencing the use of extended collaboration activities

Timothy D. Kanold

Living Your PLC Life Between the Zeros: Finding and Creating Moments of Joy, Gratitude, and Grace!

Timothy D. Kanold brings to life several chapters from his latest book, *SOUL! Fulfilling the Promise of Your Professional Life as a Teacher and Leader* (2021). Session participants complete a “first zero” (starting point) to “second zero” (ending point) timeline of their current professional life. They next identify and target defining moments and learn how to create signature moments—including the “firsts” that allow their personal and professional life to stay fresh and move forward.

The PLC life is an experiment with discipline, requiring new positive habits and routines. Dr. Kanold shares secrets to making new habits and routines stick as he responds to the question, “What are we doing? How do we demonstrate joy, gratitude, and grace in each school season, despite the adversity we are sure to endure?”

Participants can expect to:

- Create a professional timeline and identify defining events.
- Learn how to create spontaneous, signature professional moments and how to plan for them.
- Learn the two-minute rule and a five-step process for developing new habits and routines that lead to increased joy, gratitude, and grace at work.

Day 2—Session Descriptions

Wednesday, February 3

Mike Mattos

Mind the Gaps: How to Systematically Close Learning Gaps and Ensure High Levels of Learning for All Secondary Students

Due to the COVID-19 pandemic, educators face an unprecedented challenge: How to close the learning gaps created by months of school closures and uneven access to virtual learning opportunities. Mike Mattos discusses how schools can develop a highly effective, multitiered system of supports to close gaps. He shows how the PLC at Work process establishes the schoolwide framework for building a multitiered system of supports.

Participants in this session:

- Understand the guiding principles behind a multitiered system of interventions.
- Learn the essential actions that collaborative teams must complete at Tier 1 to respond when students don't learn.
- Discover ways to target preventions, interventions, extensions, and remediation.
- Learn how to prioritize resources to meet student needs best.
- Provide examples of secondary school schedules.

Anthony Muhammad

Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey

Anthony Muhammad addresses two vital stages when creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and discomfort with change. Participants explore theories that link the importance of school culture to student learning. They leave with practical strategies to transform their culture when they return to their school.

Participants will learn how to:

- Address counterproductive belief systems and form a cohesive team of student advocates.
- Analyze and manage staff frustration.
- Balance support and accountability.

Philip B. Warrick

A Teacher's Guide to Standards-Based Learning and Grading

As teachers proactively focus on standards-based teaching and learning, they can also begin to align grading practices to show what students know and can do—the concept of standards-based grading. Educators currently work in a criteria-referenced era of education, with each student expected to meet or exceed criteria set by state or local standards. Participants learn how to implement standards-based grading practices within a classroom, as a collaborative team, or across a school or district.

Attendees can expect to:

- Understand the concepts of standards-referenced and standards-based grading.
- Learn the concept of proficiency scales and how they form the backbone for standards-based grading practices.
- Discover how to use standards-based grading practices while still reporting in a traditional grading format.

Day 3—Session Descriptions

Thursday, February 4

KEYNOTES

Julie A. Schmidt

Yes We Can! All Really Does Mean *All* in a PLC

Warning: PLC work is not for the faint of heart! When teams commit to the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that “All really does mean *all!*” Once team members collectively make that commitment, they must define what that looks like and how to get there. Julie A. Schmidt challenges participants to examine their professional beliefs before sharing ideas and examples that have resulted in improved outcomes for all students.

Participants examine the foundational principles of a PLC, renew commitment to the work, and understand high-leverage strategies to get them there.

Anthony Muhammad

Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment

Twenty-two years ago, Richard DuFour and Robert Eaker published the first book on PLC at Work. Since then, the PLC at Work model is 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 decades later? Without exception, schools that use this model to transform their practice have one thing in common: effective leadership. Anthony Muhammad explores the keys to transitioning a school or district into a model PLC.

Participants can expect to:

- Know the leadership challenges and lessons learned from more than 20 years of PLC practice
- Learn the difference between leadership behaviors that undermine versus promote PLCs
- Explore strategies that improve participants’ abilities to lead others through the change process and build consensus

Bonus—Session Descriptions

Robert Eaker

Would It Be Good Enough for Your Own Child?

After five decades of strong and consistent research, it is no longer in doubt what an effective school looks like. The central question facing educational leaders is, “Are we committed to embedding practices for *all* students that are as effective as the educational practices we would want for our own child?”

Robert Eaker emphasizes research-based practices that comprise the PLC at Work framework which, when implemented with specificity and fidelity, ensures high levels of learning for *all* students.

Aaron Hansen

Commitment, Persistence, and Reinspiration

Author and educator Mike Schmoker calls it *the press*—the daily avalanche of reports, lesson plans, grading, parent inquiries, emails, and meetings that add to the enormous pressure teachers and leaders face. It is no wonder that educators often feel frustrated and are distracted from what is important. Aaron Hansen motivates participants through structured activities and stories that reiterate what is crucial: all students learning at high levels. Participants are reinspired as they develop ways to keep staff members committed, persistent, and motivated.

Participants can expect to:

- Learn how to connect each staff member’s personal purpose to the organization’s vision.
- Help staff members establish and sustain commitment and persistence to achieve high levels of learning for all students.
- Become reinspired to make a difference at their sites and in their districts.

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 graduate 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 from this session 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 transdisciplinary 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 agency and personalized learning opportunities required to thrive in a global economy

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 offices 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.

Sarah Schuhl

Data, Data, Data: What Do Teams Need? What do We Do With It?

The third big idea of a professional learning community is to focus on results. How do collaborative teams use data to 1) make informed decisions about assessment and instruction, 2) determine whether or not students have learned, and 3) involve students in the learning process? Participants in this session explore ways to collect and organize data and consider how to respond to the results obtained. They also learn a protocol for analyzing assessment data in a PLC collaborative team.