

PLC at Work Summit Agenda

Phoenix, Arizona • February 1–3, 2022

Tuesday, February 1

6:30–8:00 a.m.	Registration	Rooms TBD
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Regina Stephens Owens <i>Transformed People Produce Transformed People</i>	
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	Concurrent Keynotes	
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Breakout Sessions	
2:15–2:45 p.m.	Break	
2:45–4:00 p.m.	Keynote —Luis F. Cruz <i>Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey</i>	

Wednesday, February 2

7:00–8:00 a.m.	Registration	Rooms TBD
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Mike Mattos <i>The Bottom Line</i>	
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	Concurrent Keynotes	
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Breakout Sessions	
2:15–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel Discussion — <i>Presenters answer your most pressing questions.</i>	

Thursday, February 3

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	Keynote —Douglas Reeves <i>Equity and Excellence: The Essentials for Every Student</i>	
9:30–10:00 a.m.	Break	
10:00–11:45 a.m.	Keynote —Anthony Muhammad <i>Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment</i>	

Agenda is subject to change.

Day 1 Sessions at a Glance

Tuesday, February 1

Concurrent Keynotes [10:00–11:15 a.m.]

Tim Brown <i>Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting</i>	Rooms TBD
Tom Hierck <i>Trauma and Resilience: Shaping the Future of Education in a Post-Pandemic World</i>	
Sharon V. Kramer <i>Acceleration: The Path to Closing the Achievement Gap</i>	
Tom Schimmer <i>Assessment Is the Engine!</i>	

Breakout Sessions [12:45–2:15 p.m.]

Tim Brown <i>Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration</i>	Rooms TBD
Luis F. Cruz <i>Task Forces: The Secret Weapon PLCs Use to Close Opportunity Gaps in Learning</i>	
Robert Eaker <i>Willy-Nilly Doesn't Work Here Anymore!</i>	
Tom Hierck <i>Starting a Movement</i>	
Sharon V. Kramer <i>How to Leverage PLCs to Improve Your School</i>	
Mike Mattos <i>Future-Proofing Our Students</i>	
Anthony Muhammad <i>Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change</i>	
Regina Stephens Owens <i>Collective Efficacy at Work: From Expectations to Evidence of Learning</i>	
Tom Schimmer <i>Grading From the Inside Out</i>	

Day 2 Sessions at a Glance

Wednesday, February 2

Concurrent Keynotes [10:00–11:15 a.m.]

Tina H. Boogren <i>Living Your Best Life: Wellness Solutions for Educators</i>	Rooms TBD
Sharroky Hollie <i>Who Are Your Underserved and Are You Being Culturally Responsive to Them?</i>	
Yvette Jackson COMING SOON!	
Timothy D. Kanold <i>Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!</i>	

Breakout Sessions [12:45–2:15 p.m.]

Tina H. Boogren <i>Self-Care Hacks for Busy Educators</i>	Rooms TBD
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>	
Sharroky Hollie <i>Culturally Responsive Classroom Management</i>	
Yvette Jackson COMING SOON!	
Timothy D. Kanold <i>Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!</i>	
Mike Mattos <i>Taking Action: Digging Deeper Into Systematic Interventions</i>	
Anthony Muhammad <i>Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey</i>	

Session Descriptions—Monday, February 1

Morning Keynote

Regina Stephens Owens

Transformed People Produce Transformed People

Becoming a PLC requires that we become learners and embrace collective responsibility as we commit to continuous improvement.

Transformational learning is a matter of belief. What we believe about people impacts every process and procedure we deploy. Educators deserve both a life and a career. Let's design environments and experiences that ensure they learn. Regina Stephens Owens discusses the essentials required to develop a community of learners and a culture of collective responsibility.

Learning outcomes include:

- Designing and developing a culture based on mission, vision, and values
- Creating learning environments to ensure adults experience transformational learning
- Learning to coach competency, not just compliance

Concurrent Keynotes

Tim Brown

Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting

Educators in a school 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

Tom Hierck

Trauma and Resilience: Shaping the Future of Education in a Post-Pandemic World

Flashback to a time when terms *pandemic*, *remote learning*, *hybrid learning*, and *Zoom* were infrequently—if ever—part of the conversation in schools and districts, let alone the general population. Today, it doesn't seem like we can have a conversation about education without regular and frequent mention of those terms connected to COVID-19.

Yet, we are not returning to the old normal. On many levels, that structure no longer exists. Nor should we plan for a move forward to the new normal, as the use of the word *normal* conveys a connection to something that might need to shift. Instead, let's plan to move to a new *better*—schools and districts embracing the best of what they knew pre-pandemic and incorporating the best of what we have learned during the pandemic.

Session Descriptions—Monday, February 1

D
a
y
1

Concurrent Keynotes (cont'd)

Sharon V. Kramer

Acceleration: The Path to Closing the Achievement Gap

Acceleration is the path less traveled in most schools and classrooms, especially those in which students are reading and writing far below grade level. The usual approach is to help students catch up by remediating learning or going backward to go forward. By examining specific and practical strategies that administrators, teachers, teams, and schools can implement, Sharon V. Kramer takes participants on an alternate journey through the acceleration pathway that closes the achievement gap quickly enough to access grade- and course-level learning for all students.

Participants examine ways to:

- Build the foundation for acceleration.
- Dig into the real work of acceleration.
- Keep the momentum of continuous improvement.

Tom Schimmer

Assessment Is the Engine!

Assessment is the engine that drives the PLC at Work process. Tom Schimmer highlights why investing in our assessment literacy is the most effective and efficient professional investment any educator or school can make.

Whether implementing an RTI continuum, differentiating instruction, or teaching 21st-century skills, assessment is the engine that drives and determines the fidelity with which these approaches are implemented. Tom highlights six assessment tenets that are universal, timeless, and critical to the successful support of all learners.

Participants learn:

- How sound assessment practices are the engine that drives systems, structures, routines, and practices in schools
- Assessment tenets that are timeless and universally applicable in all situations
- How to establish seamlessness between formative and summative assessment purposes

Afternoon Keynote

Luis F. Cruz

Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey

As a result of the pandemic, inequities revealed nationwide beg the question, Are we really all in this together? Since schools do not exist in a vacuum and have inherited social inequities, educators must embrace bold leadership approaches to ensure high levels of learning for all.

As we reimagine school leadership in a new and challenging context, we must accept that our PLC journey ultimately is fueled by changing adult behaviors. But what happens when well-intentioned adults in our schools refuse to commit to the necessary behaviors? Luis F. Cruz, a former elementary, middle, and high school principal, reveals insights from his best-selling book, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019), to guide participants in the work of creating robust PLCs.

Session Descriptions—Monday, February 1

D
a
y
1

Breakout Sessions

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), notes 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.

Luis F. Cruz

Task Forces: The Secret Weapon PLCs Use to Close Opportunity Gaps in Learning

A strong and focused PLC ensures high levels of learning for all students. To achieve this goal, PLCs acknowledge that achievement gaps result when traditional school systems don't give historically marginalized students the opportunity to learn.

Task forces assemble teams of educators to confront systemic barriers that hinder English learners, students with individual education plans, and economically disadvantaged students, to name a few disenfranchised student cohorts.

Luis F. Cruz shares how task forces redesign systems in seven steps to ensure all students learn at high levels, including those traditionally excluded from optimal opportunities.

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 the research in Michael Rutter's book *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (1982), recounting 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*.

Session Descriptions—Monday, February 1

D
a
y
1

Breakout Sessions (cont'd)

Tom Hierck

Starting a Movement

A common challenge is schools transitioning from a culture of compliance to one of commitment—moving from *doing* to *becoming*, from *my kids* to *our kids*. The gap between these two junctures is a critical and often overlooked aspect of a school's journey to create a culture of collective responsibility. Collective responsibility requires more than clichés, slogans, and catchphrases. It requires that the moral imperative of your work flows through every aspect of your school's culture.

Participants can expect to:

- Analyze the purpose of work that is foundational to their classroom.
- Define a personal commitment to collective responsibility.
- Examine teaching strategies to ensure alignment with the purpose.

Sharon V. Kramer

How to Leverage PLCs to Improve Your School

This session outlines proven strategies that ensure learning for all. Sharon V. Kramer uses the PLC model to highlight and deconstruct the five challenges—or greatest opportunities—to successful and sustainable school improvement results. Educators who face the unique challenges of serving at-risk youth gain practical solutions to these real-world issues.

Participants examine ways to:

- Support a culture of success.
- Engage everyone in the right work.
- Establish a shift from what *all* students need to what *each* student needs.
- Develop leadership for learning.
- Engage students in owning their learning.

Mike Mattos

Future-Proofing Our Students

A PLC's purpose is to ensure all students learn the academic skills, knowledge, and behaviors for future success. To achieve this outcome, educators clarify the essential skills and behaviors students need to thrive as adults.

In this session, Mike Mattos:

- Outlines the essential knowledge, skills, and behaviors required to “future-proof” our students
- Discusses how to create collaborative teacher teams within the PLC at Work framework to teach transdisciplinary skills and behaviors
- Defines how to use the four critical questions of the PLC at Work process to develop student agency

Session Descriptions—Monday, February 1

D
a
y
1

Breakout Sessions (cont'd)

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

Collective Efficacy at Work: From Expectations to Evidence of Learning

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 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.

Tom Schimmer

Grading From the Inside Out

Developing a standards-based mindset is the often overlooked but essential first step of long-term grading reform. Based on his book *Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset* (2016), Tom Schimmer outlines how to take a standards-based approach to grading, even when a traditional grading and reporting paradigm exists. He discusses the non-negotiable true north of grading for accuracy and with confidence, plus the three essential practices that are cornerstones for developing a standards-based mindset.

Learning outcomes include:

- Understanding how to audit grading practices through the lenses of accuracy and confidence
- Exploring faulty logic behind traditional grading practices
- Identifying replacement practices that establish a standards-based mindset and approach to grading, independent of any changes to school or district policy

Session Descriptions—Tuesday, February 2

D
a
y
2

Morning Keynote

Mike Mattos

The Bottom Line

COVID protocols. Virtual learning. Every Student Succeeds Act. Learning loss. Acceleration. Interventions. Social-emotional learning. High-stakes tests. The many demands placed upon schools and educators can be overwhelming. Researcher Marcus Buckingham says that the antidote to anxiety is clarity: staying focused on what is most important.

Mike Mattos makes the case that, during these challenging times, it is more important than ever that we stay focused on the bottom line—student learning! The best way to sustain this focus is by committing deeply to the essential practices of the PLC at Work process.

Concurrent Keynotes

Tina H. Boogren

Living Your Best Life: Wellness Solutions for Educators

We've all heard the classic airline safety announcement: You must secure your oxygen mask before assisting others. This isn't just for airline travelers; it's also true for us. As educators, we must establish habits and routines for bringing our best selves to those we serve to avoid burnout and resist compassion fatigue. Using a research-based framework for educator wellness, Tina H. Boogren helps educators of all levels and backgrounds learn to take care of themselves in robust and realistic ways. Participants walk away from this session feeling inspired, rejuvenated, and empowered.

Participants can expect to:

- Understand the foundational research and theory on burnout and wellness, particularly as it relates to educators in a PLC.
- Explore a research-based framework for educator wellness.
- Review strategies and recommendations for each framework level that you can implement immediately.

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?

Session Descriptions—Tuesday, February 2

D
a
y
2

Concurrent Keynotes

Yvette Jackson

Arriving soon!

Timothy D. Kanold

Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!

Ours is a profession of “emotional labor,” and it is easy to experience mental and emotional exhaustion from the daily actions of our work life. Living the PLC life can be an experience of joy, and it can also sometimes leave teachers and leaders feeling a bit overwhelmed. Relationships are hard work!

Timothy D. Kanold notes, “I have been exhausted at times and lost contact with the joy of my work life. So it is for you. Sooner or later, the world of your professional life stretches you beyond your limits. Yet, there are daily routines to help you regain your balance, renew your energy, and experience a state of heightened positive emotion at work, once again.”

By understanding their *heartprint* and *soul story* impact, attendees learn routines to overcome prolonged stress and avoid potential burnout. Dr. Kanold draws from his award-winning *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018) and the companion *SOUL! Fulfilling the Promise of Your Professional Life* (2021) to provide research, insights, and reflective tools for every season of your professional life.

Participants can expect to:

- Consider daily routines for developing a positive emotional response to students and colleagues every day.
- Understand how compassion and self-compassion can prevent emotional exhaustion and burnout.
- Consider how to develop your relational intelligence at work and home.
- Discover how to *live our best life* through the use of daily, well-balanced Quadrant II quietude.

Breakout Sessions

Tina H. Boogren

Self-Care Hacks for Busy Educators

Recent research shows that 93 percent of educators report high levels of job-related stress. Not only is this a concern for our educators, but it’s also a severe problem for our students. Students with stressed-out teachers have more behavior issues, and those students have lower overall achievement. Tina H. Boogren explores easy-to-implement wellness hacks that positively impact both the adults *and* the students in your building, district, or PLC.

Participants can expect to:

- Review the four seasons of a typical school year and examine how to help yourself or your staff members thrive in each phase.
- Explore self-care or wellness hacks that are easy to implement at the personal and professional levels and correlate to the phases of the school year.
- Discover ways to motivate and inspire your PLCs so they can lead by example for their students.

Session Descriptions—Tuesday, February 2

D
a
y
2

Breakout Sessions (cont'd)

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 William 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, 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, the 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.

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, depending 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

Yvette Jackson

Arriving soon!

Session Descriptions—Tuesday, February 2

D
a
y
2

Breakout Sessions (cont'd)

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, self-efficacy, and sustained effort in mathematics class every day. He provides sample K–12 mathematics tasks and online resources for teacher support, and he reveals the impact of relevant and meaningful mathematics on the design of student learning.

Participants use the PLC mathematics lesson-design model to:

- Effectively use prior knowledge and student self-efficacy routines.
- Examine the use of lower-level- and higher-level-cognitive-demand tasks during class.
- Examine how to blend in-class student reflection and small-group discourse with whole-group, teacher-directed learning as part of a formative assessment and iterative feedback loop when students get stuck during a lesson.

Mike Mattos

Taking Action: Digging Deeper Into Systematic Interventions

Mike Mattos digs deeper into creating a highly effective, multitiered system of supports to ensure student learning. He defines essential action steps for three critical teams: the school leadership team, teacher teams, and a site intervention team. Mike offers clarity about lead responsibility for academic and behavior interventions, plus recommendations and resources for scheduling.

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 many practical strategies to transform their culture when they return to their school.

Session outcomes include learning how to:

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

Session Descriptions—Wednesday, February 3

D
a
y
3

Morning Keynotes

Douglas Reeves

Equity and Excellence: The Essentials for Every Student

Douglas Reeves shares the latest research on common practices that high-performing schools use to deliver equity and excellence for every student. Using an international research base that includes urban, rural, and suburban schools, Dr. Reeves reveals the core competencies for equity and excellence and the professional practices that lead to opportunities for every student.

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 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 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.