

Agenda

Houston, Texas • November 2–4

Tuesday, November 2

7:00–8:00 a.m.	Registration	Atrium Lobby
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Regina Stephens Owens <i>A Declaration of Interdependence: Designing Culture and Developing Community for Learning</i>	Raphael Ballroom AB
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel Discussion —Presenters answer your most pressing questions.	Raphael Ballroom AB

Wednesday, November 3

7:00–8:00 a.m.	Registration	Atrium Lobby
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Brandon Jones <i>The North Star: Making Our Compelling Future a Reality</i>	Raphael Ballroom AB
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time —Presenters aid in your collaborative team discussions.	Raphael Ballroom AB

Thursday, November 4

7:00–8:00 a.m.	Continental Breakfast	Atrium Lobby
8:00–9:30 a.m.	Breakout Sessions	See pages 3–4.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —Timothy D. Kanold <i>The Date Always Arrives!</i>	Raphael Ballroom AB

Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Tuesday, November 2		Wednesday, November 3		Thursday, November 4
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Brandon Jones					
Abandoning Archaic Practices: Motivating and Preparing Generation Z and Alpha Students	Raphael Ballroom C			Raphael Ballroom C	
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools		Raphael Ballroom C			
Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work			Raphael Ballroom C		Raphael Ballroom C
Timothy D. Kanold					
Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	Donatello Ballroom				
The PLC Life of Central Office and School-Site Leadership		Donatello Ballroom			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			Donatello Ballroom		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				Donatello Ballroom	
Heart & Soul: Thriving in a Community Culture of Vulnerability, Belonging, and Validation					Donatello Ballroom
Regina Stephens Owens					
The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures	Raphael Ballroom AB				
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning		Raphael Ballroom AB			
Technology and Teams: Leveraging Technology for Learning			Raphael Ballroom AB		
All for One: A Community of Singletons Wired by Relevance and Results				Raphael Ballroom AB	
Collective Efficacy at Work					Raphael Ballroom AB
Jeanne Spiller					
Yes We Can: Collaboration for <i>All</i> Learners!	Galileo				
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools		Galileo			
Question One in an All-Means-All Culture			Galileo		
Common Formative Assessment in a PLC at Work				Galileo	
Protocols for Results: Turning Data Into Information					Galileo

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Kenneth C. Williams					
Starting a Movement: Embracing the Blessed Burden of Leadership	Raphael Ballroom D			Raphael Ballroom D	
At Risk or Underserved? Focusing on What Really Matters in Student Learning		Raphael Ballroom D			
12 Angry Men: The Power of Productive Conflict			Raphael Ballroom D		Raphael Ballroom D

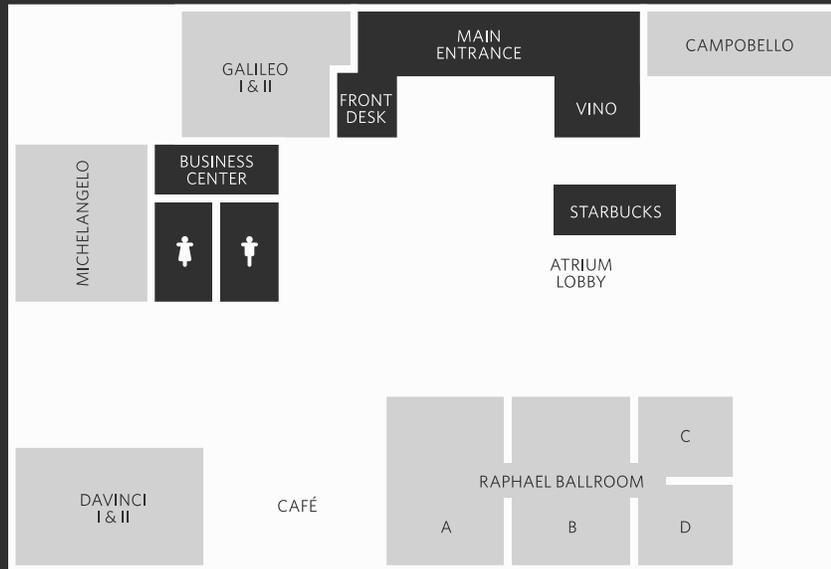
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Hilton Houston North

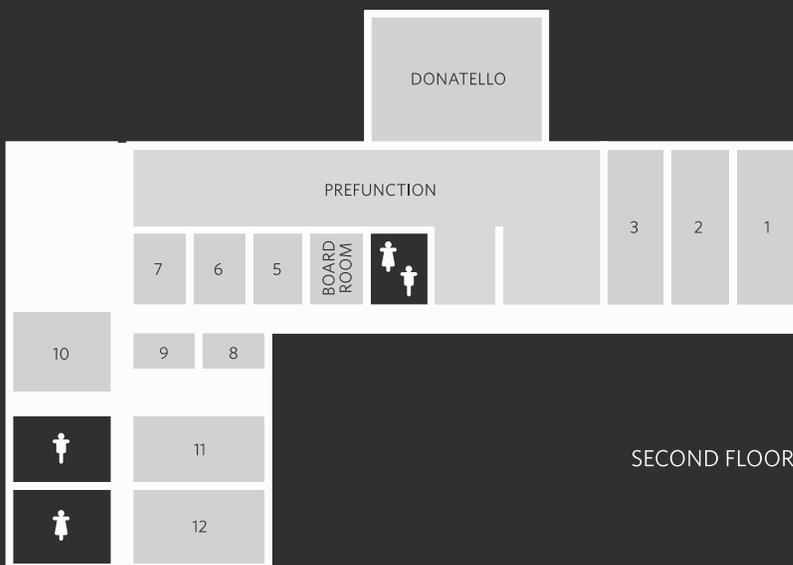
FLOOR MAPS FOR CONFERENCE & EVENT ROOMS

FLOOR MAPS

MAIN FLOOR



SECOND FLOOR



**Houston Restaurants
Within a Five-Mile Radius**

North Sam Houston Parkway

***Whataburger**
181 North Sam Houston Parkway East
281.873.7760

Greenspoint Drive

***Taco Bell**
12025 Greenspoint Drive
281.876.1200

***Ichibon Japanese & Sushi Bar**
12120 Greenspoint Drive
281.872.0309

***Uncle Tong's Hunan Cuisine**
12144 Greenspoint Drive
281.874.0097

***Piazza**
12422 Greenspoint Drive
281.875.3663

***Monterey's Little Mexico**
12520 Greenspoint Drive
281.876.4309

Greens Road

***Wendy's**
243 Greens Road
232.509.1445

***Jack in the Box**
251 Greens Road
281.876.2714

***McDonald's**
255 Greens Road
281.872.6742

Interstate 45

Pho Tung Hai
12519 North Freeway
281.872.8864

Saltgrass Steak House
14909 Interstate 45 North
281.872.4545

Pappasito's Cantina
15280 Interstate 45 North
281.821.4500

Pappas Seafood House
11301 Interstate 45 North
281.999.9928

Chili's
10955 North Freeway
281.447.9200

****Within a 5- to 10-minute walking distance of the hotel***
(Transportation may be available but not guaranteed for up to three miles to and from the hotel.)
***For additional brochures on the local Houston area,
please see the brochure display near the concierge desk.***

Session Descriptions



Brandon Jones

The North Star: Making Our Compelling Future a Reality

Poverty. Illness. Learning difficulties. Behavior and motivation problems. Social and emotional needs. Language barriers. Insufficient funding. Prerequisite skill gaps. Minimal home support. State and national requirements. Limited time and resources.

Does this list sound familiar? If the answer is *yes*, then you likely recognize challenges that keep your school from being all it could be. You might have a few additions of your own.

The fact is, all schools struggle with issues that impede student learning. Yet, some schools defy the odds! These schools consistently ensure each and every student learns at high levels despite daunting obstacles.

The secret is *not* in the next shiny program or a new, charismatic leader. Instead, the answer is an unrelenting commitment driven by an established and detailed vision for your school, staff, and students.

Brandon Jones outlines how to create your own North Star, a steadfast navigation point your team uses to make decisions and commitments that improve culture, learning, and growth for students and teachers alike.

Abandoning Archaic Practices: Motivating and Preparing Generation Z and Alpha Students

We are preparing students for jobs that do not exist so they can use technologies that haven't been invented to solve problems we don't yet know. What happens when our teacher bag of tricks fails to motivate, engage, and excite the current generation of students who depend on the immediacy of the world around them? The challenge lies in the fact that their system of thinking from neural to practical is instant and problem based—the opposite of preceding generations.

In this session, Brandon Jones compares 21st-century learning and traditional practices that have significant impacts on student motivation and learning.

Participants can expect to:

- Examine significant differences between generations Z and Alpha and past generations.
- Identify traditional practices that demotivate students.
- Identify 21st-century learning practices that motivate and prepare students for their future.



= Keynote

Session Descriptions

Brandon Jones

Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools

Identifying which students need help is not the biggest obstacle most secondary schools face in providing interventions; it is how to schedule the time needed to provide that help during the school day. This session provides real examples from a high-performing school showing how it creates time for supplemental and intensive interventions.

Participants learn specific steps to implement a flexible secondary intervention period, including how to:

- Determine what interventions to offer each week.
- Require students to attend specific interventions.
- Monitor student attendance.
- Allocate staff.
- Extend student learning.
- Address potential obstacles.
- Do all this within teachers' contractual obligations.

Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work

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 review the work of highly effective teams, consider scenarios showing common team challenges, and work collaboratively to identify strategies for moving a team forward. This session is based on a book of the same title (Solution Tree, 2019), coauthored by Brandon Jones and other educators who possess a wide range of backgrounds and experiences in all education levels.

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.

Timothy D. Kanold

The Date Always Arrives!

In this inspirational keynote, Timothy D. Kanold focuses explicitly on the benefits and beneficiaries of pursuing the PLC life. He asks, "Why should it be a personal and professional responsibility to pursue workplace coherence and transparency through collaboration?"

Dr. Kanold examines how to create defining moments in the seasons of your professional life, how to become the hero of your professional journey story, and how to live your best life as an educator.

In this session, participants:

- Examine how committing to the PLC process is an inequity eraser with positive consequences for student learning.
- Find value in staying emotionally engaged and fully present in their work life every day.
- Consider ways the PLC life can help them overcome obstacles and adversity during every school season.
- Examine the role self-compassion plays in avoiding emotional exhaustion and burnout.



= Keynote

Session Descriptions

Timothy D. Kanold

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

Within any PLC culture, teachers can feel overwhelmed by the relational expectations and chaotic noise that sometimes occur. Ours is a profession of “emotional labor,” and it is easy to experience compassion fatigue from the daily actions of our work life.

Timothy D. Kanold notes, “I have been exhausted. Off and on, I have 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. But there are ways to regain your joy and cope with the stresses you face.”

By understanding their *heartprint* and *soul story*, attendees learn routines to overcome stress and maintain professional lives full of energy, joy, and balance. 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 this session.

Participants can expect to:

- Examine the H (happiness) and E (engagement) elements from *HEART!* and the S (searching) element from *SOUL!*
- Consider root causes and antidotes to emotional exhaustion and burnout.
- Learn to reflect upon and pursue a sustaining professional life that inspires students and colleagues each and every day.

The PLC Life of Central Office and School-Site Leadership!

School-site, guiding coalition, and central office leaders face the challenge of guiding others into the PLC life. Yet, they also must overcome obstacles that prevent full, ongoing, and sustained implementation of the PLC life in their programs, schools, or districts.

Timothy D. Kanold reveals how school district leaders, administrators, program leaders, and instructional coaches can become dynamic decision makers that others want to follow. As participants identify primary barriers to the PLC life, Dr. Kanold facilitates dialogue to find meaningful solutions based on understanding what is “loose” and “tight” in a PLC at Work culture.

Dr. Kanold indicates, “As we develop our PLC leadership life, we learn how to effectively monitor the quality of the PLC work, and how to celebrate the impact of the daily actions of others.”

Participants can expect to:

- Identify and eliminate districtwide barriers to full PLC process implementation.
- Commit to a loose-tight model for PLC Implementation.
- Learn how to monitor the expectations and quality of PLC collaborative teams.

Session Descriptions

Timothy D. Kanold

Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower-level- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction. This session is based on his book *Mathematics Instruction and Tasks in a PLC at Work* from Solution Tree's *Every Student Can Learn Mathematics* series (2018).

Dr. Kanold shares six research-affirmed lesson design criteria essential to student perseverance and sustained effort in mathematics class every day. He shares sample mathematics tasks and online resources for teacher support.

Participants use the PLC mathematics lesson design model to:

- Define the difference between relevant and meaningful mathematics.
- Consider how to use prior knowledge and academic vocabulary activities effectively.
- Examine the balanced use of lower-level- and higher-level-cognitive-demand tasks during class.
- Consider the balanced use of in-class student discourse as part of formative assessment feedback when students get stuck during a lesson.

Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!

Timothy D. Kanold explores how mathematics assessment and grading can either inspire or destroy student learning. This session is based on *Mathematics Assessment and Intervention in a PLC at Work* and *Mathematics Homework and Grading in a PLC at Work* (2018). Both are from Solution Tree's *Every Student Can Learn Mathematics* series.

Dr. Kanold reveals eight research-affirmed criteria for creating high-quality unit assessments (quizzes and tests) and the accurate scoring of those assessments. Participants also reflect on and answer the formative question “Now what?” when an assessment is returned to students. The session ends with a brief discussion about research-affirmed criteria for high-quality mathematics homework routines and practices.

Participants in this session:

- Use high-quality mathematics assessment-design criteria for evaluating the quality of current math quizzes and tests.
- Consider using a protocol for the accurate scoring (grading) of all quizzes and tests.
- Develop formative strategies for student response, intervention, and ownership of learning during and at the end of a mathematics unit of study.
- Explore research and discussion tools to design highly effective mathematics homework routines and practices.

Session Descriptions

Timothy D. Kanold

Heart & Soul: Thriving in a Community Culture of Vulnerability, Belonging, and Validation

At the epicenter of the PLC life is community. It is through community that educators find the *heart* and *soul* of their work lives. Educators achieve the greatest accomplishment and well-being by knowing how they enhance the lives of students and colleagues. The defining feature of a great teaching life is contributing to something beyond the self.

Timothy D. 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 insights into the PLC life as a deeply meaningful one. Participants explore daily routines for personal well-being that promote a culture of unity, belonging, vulnerability, trust, and validation. Dr. Kanold emphasizes that educators should not let their individual voices get lost in the collaborative shuffle.



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, collective responsibility for continuous improvement has given way to teams and departments in silos, with 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 designing and developing a culture based on the mission, vision, and values of a PLC.
- Examine ways to ensure transformation, from first order to second order, leveraging the six characteristics of a PLC.
- Learn how to develop a learning infrastructure and measure behaviors to ensure sustained transformation and produce collective efficacy.



= Keynote

Session Descriptions

Regina Stephens Owens

The *Why* Effect: Intentional Systems Drive Inspirational Cultures

Organizational purpose, collective beliefs, and commitments affect building systems at all levels. How can we ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. Regina Stephens Owens shares strategies to move cultures from attitudes of compliance, coercion, and fear to ones that are respectful, responsive, and reflective.

Outcomes include learning how to:

- Promote high standards of achievement for all.
- Create a collective, rather than individual, leadership focus.
- Design and develop cultures that are respectful, responsive, and reflective.

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning

In a time of tremendous focus on data, it is imperative to grow a rich collaborative culture through dialogue and data protocols—moving from a deficit mindset to a growth mindset.

Participants in this session discover ways to create this culture, use data protocols, and increase team capacity and student learning.

Outcomes include:

- Focusing on results through the lens of data
- Obtaining tools, tips, and templates to impact team and student learning
- Moving from data to demonstration of learning

Technology and Teams: Leveraging Technology for Learning

Effective teams are essential to the PLC at Work process and continuous improvement. Regina Stephens Owens shares strategies to leverage technology to support teamwork and ensure growth through collective inquiry and action research.

Participants learn how to:

- Use technology as a motivator to advance the work of teams.
- Leverage web resources to address the four essential questions of a PLC.
- Use technology to build collective capacity and ensure continuous improvement.

Session Descriptions

Regina Stephens Owens

All for One: A Community of Singletons Wired by Relevance and Results

Singleton teachers are accustomed to seeking solutions and understanding opportunities as they arise. Operating efficiently and effectively within a PLC can be challenging. Team members must collaborate on common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC at Work process.

Regina Stephens Owens shows how to use best practices in collaboration, and participants learn how to design action plans supporting the work of schools and singleton teachers in a PLC.

Outcomes include learning:

- Ways to overcome challenges that singleton teachers face in small schools by connecting stakeholders to learning goals
- Solutions that leverage success for educators and learners by understanding interdependence more deeply
- Support high levels of learning by ensuring singleton teachers function effectively in the PLC process

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 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.

Jeanne Spiller

Yes We Can: Collaboration for All Learners!

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!”

This session provides participants with strategies and protocols to examine mindsets and collaborative processes to ensure higher learning levels for all students. It is designed for general and special educators.

To develop a culture of learning for all, participants will:

- Learn past and current realities regarding special education.
- Discover strategies to build and reinforce school and district cultures.
- Reflect on practices and policies that do and do not align with the culture.
- Examine what it looks like when general and special educators purposefully collaborate on teaching and learning for *all*.
- Apply instructional decision making that leads to high levels of learning.

Session Descriptions

Jeanne Spiller

Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools

Schools that function as PLCs must ultimately do two things: 1) build a collaborative culture to promote continuous adult learning, and 2) create structures and systems that provide students with additional time and learning supports. After examining the key ingredients of systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies and structures to collaboratively:

- Examine core beliefs.
- Use resources (human, material, and temporal) to meet the needs of all learners.
- Develop schedules to ensure that intervention is timely, systematic, and directive.
- Tap data to drive intervention, with a focus on progress monitoring to drive actions.
- Examine the most common mistakes in response to intervention.
- Review a tool for assessing the progress and opportunities for interventions within a district, school, or team.

Question One in an All-Means-All Culture

Participants in this session examine the *what* and *why* of establishing a guaranteed and viable curriculum. Then, they test collaborative team protocols to see how standards drive instruction and formative assessment planning to help all students become proficient. Finally, participants use a data set and protocol to analyze data to plan instruction, intervention, and extension.

Outcomes include:

- Exploring essential elements of a guaranteed and viable curriculum for all
- Becoming familiar with a protocol that facilitates deep learning based on standards and targets
- Using the protocol for robust pre-instruction planning
- Analyzing common formative assessment data to drive instruction and intervention via the protocol

Common Formative Assessment in a PLC at Work

Jeanne Spiller provides an overview of the value and purpose of assessment and how it provides teachers with actionable data to improve student learning. An assessment continuum to guide the teaching and learning process, and Jeanne shares five keys for using common formative assessments effectively.

Protocols for Results: Turning Data Into Information

Is your system overwhelmed with data? Using protocols to transform data into information is an efficient and effective way to achieve improved results. Participants examine tools that empower teams to use data to drive instruction, impact student learning, and identify processes to meet district needs.

Attendees can expect to:

- Review research related to data-driven decision making.
- Explore multiple protocols for data analysis.
- Reflect on their school or district's current reality while identifying tools that can be used or modified to meet specified needs.

Session Descriptions

Kenneth C. Williams

Starting a Movement: Embracing the Blessed Burden of Leadership

The greatest challenge facing PLC school leaders is creating buy-in among teachers and teams. Some teams take off with the PLC process, some start but get stuck and stall, and others don't start because they haven't bought in yet. This dilemma creates "pockets of excellence," where some students benefit from high-performing teams fully engaged in the PLC process, while others are denied that opportunity.

We can no longer leave to chance every students' accessibility to the best our teachers and teams can provide. The PLC process maximizes the efforts and capabilities of our teachers and leaders. In this session, Kenneth C. Williams clearly describes the five leadership shifts necessary to create buy-in breakthroughs. Participants leave this session with a process to ensure fidelity to best practices across every grade level and department team.

Participants in this session:

- Learn how leaders unknowingly sabotage teacher buy-in.
- Discover the difference between epiphanies and breakthroughs.
- Shift their thinking about how buy-in unfolds.
- Gain clarity about what they're doing well and where they need to improve.
- Leave with a solid plan to accelerate buy-in at their campus.

At Risk or Underserved? Focusing on What Really Matters in Student Learning

The questions teachers ask about educating youth impact the results. Participants in this session learn to shift traditional thinking and change paradigms by collaboratively using expertise and resources to maximize student achievement. Kenneth C. Williams helps educators capitalize on PLC principles to ensure success for all students.

12 Angry Men: The Power of Productive Conflict

Kenneth C. Williams uses the classic film *12 Angry Men* as a lens to discuss five qualities that characterize effective teams:

1. Open inquiry
2. Accepting responsibility for decision making
3. Participation of team members
4. Productive conflict to discover ideas and reveal new information
5. The essential role of diversity in decision making

The film explores consensus-building techniques among a group of men whose diverse personalities create intense conflict. Kenneth shows how teams face and overcome similar challenges to collaborate and succeed. The primary learning outcome is for participants to gain ideas to substantially improve team communication and effectiveness.