

PLC at Work Institute Agenda

Syracuse, NY • August 14–16, 2023

Monday, August 14

6:30–8:00 a.m.	Registration	Ballroom Atrium
	Continental Breakfast	Exhibit Hall B
8:00–9:45 a.m.	Keynote —Mike Mattos <i>The Urgency of the Moment</i>	Exhibit Hall A
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–4.
11:30 a.m.–12:30 p.m.	Lunch (provided)	Exhibit Hall B
12:30–2:00 p.m.	Breakout Sessions	See pages 2–4.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Panel Discussion —Presenters answer your most pressing questions.	Exhibit Hall A

Tuesday, August 15

7:00–8:00 a.m.	Registration	Gallagher Hall
	Continental Breakfast	Exhibit Hall B
8:00–9:45 a.m.	Keynote —Anthony Muhammad <i>The Way Forward: PLC at Work and the Bright Future of Education</i>	Exhibit Hall A
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–4.
11:30 a.m.–12:30 p.m.	Lunch (provided)	Exhibit Hall B
12:30–2:00 p.m.	Breakout Sessions	See pages 2–4.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Team Time —Presenters aid in your collaborative team discussions.	

Wednesday, August 16

7:00–8:00 a.m.	Continental Breakfast	Exhibit Hall B
8:00–9:30 a.m.	Breakout Sessions	See pages 2–4.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —Regina Stephens Owens <i>Transformed People Transform People</i>	Exhibit Hall A

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Monday, August 14		Tuesday, August 15		Wednesday, August 16
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Jason A. Andrews					
Creating a Culture of Collective Responsibility: An RTI at Work Process Prerequisite	Meeting Room 6				Meeting Room 6
Leveraging the Four Pillars to Guide Your Leadership		Meeting Room 6		Meeting Room 6	
Turning Common Formative Assessment Data Into Action in a PLC			Meeting Room 6		
Tim Brown					
Building a Commitment to Learning in Students	Meeting Room 7–8		Meeting Room 7–8		
How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team		Meeting Room 7–8			Meeting Room 7–8
Grading: The Good, the Bad, and the Ugly				Meeting Room 7–8	
Luis F. Cruz					
Task Forces: The Secret Weapon PLCs Use to Close Opportunity Gaps in Learning	Meeting Room 1–2				
Embracing the Five Vessels: Learning the Non-Negotiables to Becoming a High-Functioning PLC		Meeting Room 1–2			
English Learners and PLCs			Meeting Room 1–2		
Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn				Meeting Room 1–2	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					Meeting Room 1–2
Mike Mattos					
Are We a Group or a Team?	Exhibit Hall A				

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	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Taking Action: How to Create a Highly Effective, Multitiered System of Supports		Exhibit Hall A			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			Exhibit Hall A		
Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors				Exhibit Hall A	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					Meeting Room 3
Anthony Muhammad					
Transforming School Culture: New Insights	Ballroom West				
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn		Ballroom West			
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change			Ballroom West		
Collaboration Is a Lifestyle, Not a Meeting!				Ballroom West	
Beyond Test Scores! The PLC at Work Process and Serving the Whole Child					Ballroom West
Maria Nielsen					
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning	Ballroom East				
The 15-Day Challenge: Win Quick, Win Often!		Ballroom East			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			Ballroom East		
Elementary ELA Strategies to Keep Your Students on Track				Ballroom East	

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Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work					Ballroom East
Regina Stephens Owens					
The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures	Meeting Room 3				
Small Schools and Singletons: Wired for Rigor and Relevance		Meeting Room 3			
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning			Meeting Room 3		
Leveraging Technology for Learning in a PLC				Meeting Room 3	
Coaching Competence, <i>Not</i> Compliance: Preparing Teachers to Lead by Learning					Exhibit Hall A
Matthew Treadway					
Improving Achievement Through Focused Interventions	Meeting Room 4–5		Meeting Room 4–5		
Culture, Culture, Culture: How to Develop Collaboration in Your School or District		Meeting Room 4–5			Meeting Room 4–5
Yes We Can! Focusing on the Student and Not the Label				Meeting Room 4–5	

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Session Descriptions—Day 1

KEYNOTE

Mike Mattos

The Urgency of the Moment

As educators, we face one of the most historically challenging times in our nation's history. The years-long impact of the global pandemic has exacerbated inequities in academic achievement while creating unprecedented needs in student social-emotional health. And while more students face significant gaps in their learning, the academic rigor that all students must master for future success have never been greater. How we respond to this moment in time—this convergence of need and necessity—will have a generational impact on our students and our collective prosperity.

Fortunately, there has never been greater professional consensus on the best way to close learning gaps and ensure high levels of learning for all students: Schools and districts should function as a professional learning community. In this opening keynote, Mike Mattos sets the stage for our learning by creating a shared vision of the essential elements, thinking, and vocabulary that drive a true professional learning community.

MORNING BREAKOUT SESSIONS

Jason A. Andrews

Leveraging the Four Pillars to Guide Your Leadership

In *Learning By Doing* (2016), DuFour, DuFour, Eaker, Many, and Mattos describe the four pillars of a PLC—the mission, vision, values (collective commitments), and goals—as the foundation of a PLC. The work of collaborative teams rests upon this foundation. In order to effectively lead teams, schools, and districts, leaders must have a clear understanding of the four pillars and leverage them to provide effective leadership.

Participants in this session:

- Understand the four pillars of a professional learning community.
- Review the research supporting each of the four pillars.
- Develop strategies to leverage the four pillars in leading districts, schools, and teams.

Tim Brown

Building a Commitment to Learning in Students

The educators in a learning-centered school deliberately identify strategies for building and communicating high expectations with their students. The importance of this is reinforced by Anthony Muhammad's research for his book, *Transforming School Culture: How to Overcome Staff Division* (2017). Muhammad discovered that students will learn more and be more successful in an environment where all educators believe they can learn at high levels, and those educators work together to convince the students they can achieve lofty academic goals teachers set for them.

This session is designed to engage the audience in a thoughtful examination and exploration of four practical and proven strategies that engage students in building a commitment to learning.

Participants can expect to:

- Understand the importance of regularly communicating high expectations to students to develop a culture of learning throughout the school.
- Gain effective learning strategies to communicate and establish a learning-centered classroom culture.
- Recognize the important role celebrations play in reinforcing and sustaining a focus on learning for all.
- Explore various strategies for engaging students in goal setting to take greater ownership of their learning.

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.

Participants in this session learn:

- Why our traditional school system was designed to produce achievement gaps
- How collective leadership in the form of a task force initiates the required action to effectively address gaps in learning
- How the PLC process is synonymous with equity and redesigning a system never originally designed for today's definition of *all*

Mike Mattos

Are We a Group or a Team?

Collaborative teacher teams are the engine that drives a professional learning community. When these teams are highly engaged in the right work, student learning accelerates ... and when they are not, learning sputters and stalls. Because teachers have traditionally been required to attend grade-level or departmental team meetings, schools often mistakenly assume that merely renaming these gatherings "PLC time" represents teacher collaboration. The act of meeting together does not make a team, but instead, merely a group.

Participants in this session:

- Assess if they are currently part of a group or a team.
- Review the essential work of teacher teams in a PLC.
- Learn how to successfully navigate team disagreements.
- Leave with specific action steps to improve your teacher team.

Anthony Muhammad

Transforming School Culture: New Insights

In this session, Anthony Muhammad addresses the issue of conflicting agendas within schools. A high-performing school has a very clear purpose—high levels of learning for all students. Participants examine the barriers to aligning individual agendas with the organization’s agenda and what *all* parties must do to develop the synergy necessary to guarantee learning. The theoretical framework developed by Anthony in the book *Transforming School Culture: How to Overcome Staff Division, 2nd Edition* (Solution Tree, 2018) is examined as the basis for developing a collaborative culture.

Participants can expect to learn:

- How staff division develops and how to prevent it
- Strategies that heal old social and professional wounds
- To create an environment where every professional can thrive

Maria Nielsen

Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning

Maria Nielsen helps teachers move past “sit and get” in the classroom to a place where all students actively participate in learning. She shares engagement strategies to assess student understanding throughout a lesson or unit of study.

Participants can expect to:

- Explore the *nifty-nine* best teaching strategies.
- Learn how to assess student learning by implementing engagement strategies.
- Identify the differences among assessment questions, open questions, and engagement questions.

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 an attitude of compliance, coercion, and fear to one that is respectful, responsive, and reflective.

Participants can expect to:

- Promote high standards of achievement for all.
- Create a collective, rather than individual, leadership focus.
- Design and sustain a values-driven culture that is evidenced by trust, transparency, reflection, and responsiveness.

Matthew Treadway

Improving Achievement Through Focused Interventions

In this session, Matthew Treadway delves into critical question three. Participants examine systemic intervention through a broader lens than just their individual classrooms. Participants evaluate their own practices and identify areas of strength and opportunities for improvement.

AFTERNOON BREAKOUT SESSIONS

Jason A. Andrews

Creating a Culture of Collective Responsibility: An RTI at Work Process Prerequisite

Collective responsibility means that all staff members believe all students are capable of learning at high levels and share a commitment to ensuring the success of each student. In order to build an effective and systematic response to providing students with additional time and support, a culture of collective responsibility must exist. Participants in this session gain practical strategies to assess their current culture and build collective responsibility in their schools.

Participants can expect to:

- Identify the four Cs of the RTI at Work process.
- Define collective responsibility and evaluate the current reality of culture in their school.
- Develop action steps to enhance culture in their school.

Tim Brown

How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team

Many students struggle in school because they lack the dispositions associated with high self-efficacy. Studies show that self-efficacy is one of the most significant factors in student motivation and engagement and that educators are the key contributor to a student's academic self-efficacy. Participants in this session examine how the four questions of collaborative teams, when done well, positively influence a student's efficacy judgment.

Participants can expect to:

- Clarify and delineate the dispositions that we want to develop in our students to ensure greater success.
- Learn about the four keys and five essential actions that influence a student's efficacy judgment.

- Understand how the four questions of collaborative teams influence a student's efficacy judgment.
- Explore products and processes that collaborative teams are developing and using to positively influence their students' efficacy judgments.

Luis F. Cruz

Embracing the Five Vessels: Learning the Non-Negotiables to Becoming a High-Functioning PLC

If a school or district is committed to becoming a professional learning community, then adult behaviors need to shift away from those found in a traditional school system. What behaviors are those found within the context of a PLC? What are five main behaviors that need to be embraced for successful transformation to a PLC. Join Luis F. Cruz as he explains what Rick Dufour called the five non-negotiables schools must embrace to become PLC right and avoid becoming PLC lite.

Dr. Cruz shows participants:

- The specific adult behaviors needed to change to become a PLC
- The five big behaviors that shift all necessary adult behaviors to become a PLC
- The difference between becoming a PLC and embracing the PLC process

Mike Mattos

Taking Action: How to Create a Highly Effective, Multitiered System of Supports

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 learning opportunities. In this breakout, Mike Mattos discusses specific steps that schools can take to create a highly effective, multitiered system of supports to target learning gaps and show how the PLC at Work process creates the larger, schoolwide framework required to successfully intervene.

Participants in this session:

- Gain an understanding of the guiding principles behind a multitiered system of interventions.
- Learn the essential actions that collaborative teams must complete at Tier 1 to effectively respond when students don't learn.
- Explore how to target preventions, interventions, extension, and remediation.
- Prioritize resources to best meet student needs.

Anthony Muhammad

Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn

Anthony Muhammad focuses on the systemic implementation of a PLC at Work's four critical questions. Participants learn what it takes to move from theory to practical, systemic implementation. Dr. Muhammad's strategies are immediately usable when participants return to their schools.

Participants in this session:

- Practice developing essential standards and student outcomes.
- Learn to create valuable and valid common assessments.
- Discover how to establish an intervention system that meets all students' needs.

Maria Nielsen

The 15-Day Challenge: Win Quick, Win Often!

This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools nationwide are using this simple learning-assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:

- Clarify the work of collaborative teams.
- Establish steps for a guaranteed and viable curriculum.
- Explore the learning-assessing cycle in a unit of study.

Regina Stephens Owens

Small Schools and Singletons: Wired for Rigor and Relevance

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.

Participants can expect to:

- Gain clarity on connecting in a PLC.
- Seek solutions for successful partnering.
- Learn to function effectively in a PLC.

Matthew Treadway

Culture, Culture, Culture: How to Develop Collaboration in Your School or District

Participants in this session learn about the three big ideas that drive a professional learning community. After learning about each, participants assess their own school or district culture and develop plans of action. Along the way, Matthew Treadway shares examples and ideas for action from national model PLCs.

Session Descriptions—Day 2

KEYNOTE

Anthony Muhammad

The Way Forward: PLC at Work and the Bright Future of Education

The impact of COVID-19 will have long-lasting effects on every facet of our society. Very few institutions were more disrupted than schools. The pandemic affected staffing, funding, morale, and the continuity of student learning. Anthony Muhammad explores the history of the field of education and examines why the tenets of the PLC at Work process were important before the global pandemic and why they will be even more important after the pandemic. This is not the time to back away from PLCs; this is the time to reinforce the foundation of the PLC at Work process.

Participants in this session learn that:

- Developing the profession of education has always been evolving. Utopia never existed.
- The principles of PLC at Work are timeless.
- The PLC at Work process is essential in order to repair and advance the field of education.

MORNING BREAKOUT SESSIONS

Jason A. Andrews

Turning Common Formative Assessment Data Into Action in a PLC

Why do you give CFAs in the first place? What do we do with all of the data? If your school is working to sustain the PLC process, but teams are struggling to leverage data for action planning and interventions and extensions of learning, it may be that they are utilizing the wrong types of data or analyzing them in the wrong way. This session assists teams with determining the purpose of CFAs and data collection, provides tools to assist in analyzing data, and ensures that data can be turned into actionable information to leverage into high levels of learning for students.

Participants in this session:

- Review the purpose of common formative assessments and types of data utilized by collaborative teams.
- Develop strategies and utilize protocols to analyze student data.
- Explore tools to assist collaborative teams in developing action plans.

Tim Brown

Building a Commitment to Learning in Students

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environment where all educators believe they can learn at high levels, and those educators work together to convince the students they can achieve lofty academic goals teachers set for them.

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- Explore various strategies for engaging students in goal setting to take greater ownership of their learning.

Luis F. Cruz

English Learners and PLCs

Luis F. Cruz shares how schools use PLC strategies to help English learner populations flourish. By effectively using PLC components, administrative and teacher leaders close achievement gaps for students learning English as an additional language. Dr. Cruz shows how EL task-force leaders reculture and restructure, while introducing best practices to increase learning outcomes for all students.

Participants in this session learn:

- Why students learning English as an additional language are an asset and not a deficit
- How teacher-led task forces increase academic performance for students learning English as an additional language
- How the PLC process is tweaked to more effectively address the learning needs of EL students

Mike Mattos

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

If the fundamental purpose of being a professional learning community is to ensure all students learn at high levels, then there must be time embedded during the school day to provide students extra time and support to succeed. In this session, Eric Twadell provides real examples showing how to create time for supplemental and intensive interventions.

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

- Learn specific steps to implement a flexible intervention period.
- 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.

Anthony Muhammad

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Anthony Muhammad explores 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, but this session seeks to establish that the primary culprit in the fight to overcome the achievement gap is our thinking.

Participants can expect to:

- Understand the true meaning and value of school culture.
- Understand the power of mindsets and their influence on educator effectiveness.
- Understand how to shift from damaging mindsets (Superiority and Inferiority) to high levels of efficacy (Liberation mindset).

Maria Nielsen

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 guarantee students additional time and support for learning when they need it. After examining the key components of systematic intervention and enrichment, participants examine protocols and criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap in the local context.

Participants examine strategies and structures to collaboratively:

- Examine the essential core beliefs that relate to all means *all*.
- Review and reflect on the essential elements of Tiers 1, 2, and 3 intervention.
- Consider high-leverage usage of resources (human, material, structural) to meet the needs of all learners.
- Examine the most common RTI mistakes.
- Reflect on critical reminders regarding process and criteria.
- Apply a current reality assessment tool while learning.

Regina Stephens Owens

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 as information, and increase team capacity and student learning.

Participants can expect to:

- Focus on results through the lens of data.
- Move from data to demonstration of learning.
- Ensure their beliefs and behaviors align as they utilize data.

Matthew Treadway

Improving Achievement Through Focused Interventions

In this session, Matthew Treadway delves into critical question three. Participants examine systemic intervention through a broader lens than just their individual classrooms. Participants evaluate their own practices and identify areas of strength and opportunities for improvement.

AFTERNOON BREAKOUT SESSIONS

Jason A. Andrews

Leveraging the Four Pillars to Guide Your Leadership

In *Learning By Doing* (2016), DuFour, DuFour, Eaker, Many, and Mattos describe the four pillars of a PLC—the mission, vision, values (collective commitments), and goals—as the foundation of a PLC. The work of collaborative teams rests upon this foundation. In order to effectively lead teams, schools, and districts, leaders must have a clear understanding of the four pillars and leverage them to provide effective leadership.

Participants in this session:

- Understand the four pillars of a professional learning community.
- Review the research supporting each of the four pillars.
- Develop strategies to leverage the four pillars in leading districts, schools, and teams.

Tim Brown

Grading: The Good, the Bad, and the Ugly

When schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine beliefs, assumptions, policies, guidelines, and practices to ensure everything we do that affects learning is aligned to the mission of the school. Because of the effect grading has on student learning, a discussion about grading practices must be part of the reflective and learning effort by staff. In this session, Tim Brown shares strategies and resources to help staff engage in a collaborative

process that examines some of the more prevalent fixes that need to happen with grading if staff is going to be true to a mission that promotes high levels of learning for all students.

Participants can expect to:

- Answer the question, Where should we begin in our discussion about grading?
- Discuss the importance of crafting a statement about what a grade represents.
- Examine four notable fixes in our grading practices in light of a standards- or evidence-based approach to learning: homework, 100% scales, formative assessment, and averaging scores.
- Reflect on grading practices and guidelines that have been successfully implemented in schools at every level.

Luis F. Cruz

Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn

Luis F. Cruz shows how to embrace the power of the word *and* versus the tyranny of the word *or*. It's not PLC or RTI, but instead, embracing both the PLC and RTI processes to become a professional learning community. Dr. Cruz showcases how educators use effective collaborative processes (taping the room) to ensure a collective response when students do not learn (painting the room). Hence, participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:

- How effective teacher teams collaborate and respond when students do not learn
- How to incorporate the five non-negotiable vessels of the PLC Process
- How to gauge collaborative practices via seven stages
- How teacher teams implement structures and processes that will allow for a collective response when students do not learn

Mike Mattos

Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors

The fundamental purpose of a professional learning community is to ensure high levels of learning for all students. To achieve this mission, we know that some students will need support mastering the behaviors needed to succeed in school and beyond. Every school knows this universal truth, but many schools lack the systematic processes to achieve this outcome. In this breakout, Mike Mattos demonstrates how a school can leverage the PLC at Work process to identify, teach, assess, and intervene when students lack essential academic and social behaviors.

Participants can expect to:

- Learn how the entire school—the entire PLC—must work together to teach essential behaviors.

- Apply the four critical questions of the PLC at Work process to identify, teach, assess, and intervene around essential behaviors.
- Consider systematic, tiered supports to target behavior interventions.

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

This session addresses the collaborative characteristics of a high-performing PLC. Learn how teachers, support staff, school administrators, and central office all work together to improve school performance. Anthony Muhammad addresses the issue of staff resistance to change and the leader's role in building consensus. Two key areas are explored: creating a culture of collaboration and creating an environment in which people embrace collective responsibility.

Participants in this session learn:

- How to construct and protect productive collaborative relationships
- How to create organizational coherence and ensure collaboration at every level of the school community
- The balance between support and accountability

Maria Nielsen

Elementary ELA Strategies to Keep Your Students on Track

Maria Nielsen takes educators on an interactive journey to gain new and exciting ELA and writing strategies as a team. In this fast-paced session, elementary teachers gain clarity about ELA standards and explore how reading and writing go hand in hand for increased student learning. Participants also learn how to focus on year-long essential standards while using a district-prescribed curriculum.

Participants in this session:

- Gather tools and graphic organizers to connect reading and writing.
- Understand learning progressions on literacy-focused instruction and assessment.
- Overlay essential standards with district-prescribed curricula.
- Examine research-based teaching strategies to improve classroom instruction.

Regina Stephens Owens

Leveraging Technology for Learning in a PLC

In the changing world of education, whether face-to-face or virtual environments, learning must happen. Regina Stephens Owens provides strategies to leverage technology to ensure high levels of learning for all learners, adults and students.

Participants can expect to:

- Understand how to leverage technology in support of teamwork.
- Leverage web resources with four essential questions of a PLC.
- Utilize technology for continuous improvement and to build collective capacity.

Matthew Treadway

Yes We Can! Focusing on the Student and Not the Label

All means *all*. Or does it? In this session, Matthew Treadway provides participants with the tools and skills to make that statement a reality in their building. Practical steps to make inclusion a schoolwide value are explored through reflection on current school or district practices and dreaming about a better future. Participants collaborate with others as they develop their next steps.

Session Descriptions—Day 3

MORNING BREAKOUT SESSIONS

Jason A. Andrews

Creating a Culture of Collective Responsibility: An RTI at Work Process Prerequisite

Collective responsibility means that all staff members believe all students are capable of learning at high levels and share a commitment to ensuring the success of each student. In order to build an effective and systematic response to providing students with additional time and support, a culture of collective responsibility must exist. Participants in this session gain practical strategies to assess their current culture and build collective responsibility in their schools.

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- Identify the four Cs of the RTI at Work process.
- Define collective responsibility and evaluate the current reality of culture in their school.
- Develop action steps to enhance culture in their school.

Tim Brown

How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team

Many students struggle in school because they lack the dispositions associated with high self-efficacy. Studies show that self-efficacy is one of the most significant factors in student motivation and engagement and that educators are the key contributor to a student's academic self-efficacy.

Participants in this session examine how the four questions of collaborative teams, when done well, positively influence a student's efficacy judgment.

Participants can expect to:

- Clarify and delineate the dispositions that we want to develop in our students to ensure greater success.
- Learn about the four keys and five essential actions that influence a student's efficacy judgment.
- Understand how the four questions of collaborative teams influence a student's efficacy judgment.
- Explore products and processes that collaborative teams are developing and using to positively influence their students' efficacy judgements.

Luis F. Cruz

I Am Sold on PLCs: Practical Tools and Directions to Be Successful

As educators initiate the PLC process, they need practical tools to begin and enhance the journey.

However, educators might discover that their staff needs convincing when it comes to embracing and implementing PLC at Work. Luis F. Cruz shares resources, movie clips, and a powerful activity to

convince administrative and teacher leaders why implementation of the PLC process must become and continue to be a priority.

Participants in this session learn:

- Why resistance to the PLC process is to be expected
- Resources from *Learning by Doing* that act as powerful resources.
- Practical actions to accelerate PLC at Work
- The four schools activity

Mike Mattos

Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process

Becoming a professional learning community will not happen by luck, chance, or hope; it requires focused and effective leadership. In this breakout, Mike Mattos provides guiding principles, practical examples, and targeted tools to help leaders—site or district administration and teacher leaders—successfully support teacher teams.

Participants learn how to:

- Create an effective site leadership team.
- Develop and enforce team norms.
- Monitor and support the work of collaborative teams.

Anthony Muhammad

Beyond Test Scores! The PLC at Work Process and Serving the Whole Child

The PLC at Work process is committed to a focus on *learning*. Learning does not have to be narrowly defined by academic standards and state test scores. Anything that we want students to learn—including social and emotional health, resilience, citizenship, entrepreneurship, and civility—can all be facilitated through the four PLC questions. If the COVID-19 pandemic taught anything, it is that human beings are complex and our holistic well-being is important.

Participants can expect to learn:

- How to strategically plan to define, assess, and address nonacademic student traits
- Strategies to engage counselors, social workers, and other nonacademic staff members in the PLC at Work process
- How to prioritize and promote student needs beyond test scores and student labels

Maria Nielsen

Help Your Team: Overcoming Common Collaborative Problems 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 briefly review the work of highly effective

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

Participants in this session can expect to:

- Understand the process of learning.
- Gain shared clarity on the essentials of student learning.
- Use targeted assessment to get to the student and skill.

Regina Stephens Owens

Coaching Competence, Not Compliance: Preparing Teachers to Lead by Learning

In a time of great change and instability, educators and administrators more than ever need to become empowered learners. Let's move from telling to teaching and from unsupported expectations to unmatched experiences that ensure educators are prepared for continuous learning.

Participants can expect to:

- Design and develop culture for learning.
- Learn to coach competency, not just compliance.
- Build collective capacity through shared responsibility of learning.
- Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

Matthew Treadway

Culture, Culture, Culture: How to Develop Collaboration in Your School or District

Participants in this session learn about the three big ideas that drive a professional learning community. After learning about each, participants assess their own school or district culture and develop plans of action. Along the way, Matthew Treadway shares examples and ideas for action from national model PLCs.

KEYNOTE

Regina Stephens Owens

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