PLC at Work Institute Agenda
Charlotte, NC • June 28–30, 2023

Wednesday, June 28

6:30–8:00 a.m.	Registration Continental Breakfast	**Locations TBD**
8:00–9:45 a.m.	**Keynote**—Mike Mattos *The Urgency of the Moment*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See pages 2–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See pages 2–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Panel Discussion**—*Presenters answer your most pressing questions.*	

Thursday, June 29

7:00–8:00 a.m.	Registration Continental Breakfast	**Locations TBD**
8:00–9:45 a.m.	**Keynote**—Julie A. Schmidt *From Urgency to Action*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See pages 2–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See pages 2–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Team Time**—*Presenters aid in your collaborative team discussions.*	

Friday, June 30

7:00–8:00 a.m.	Continental Breakfast	**Locations TBD**
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**—William M. Ferriter *Progress-Driven Leadership in a PLC at Work*	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Wednesday, June 28		Thursday, June 29		Friday, June 30
	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.
Anisa Baker-Busby					
Engaging Parents as Partners in a PLC	X		X		
Is It Really an Intervention Problem?		X		X	
Where Do We Go From Here?					X
Mandy Barrett					
Becoming Crystal Clear About Question One	X				
Learning Targets: What Are We Aiming For?		X			
Grading With a Purpose			X		
Building Buy-In for True Professional Learning Communities at Work				X	X
Jennifer Deinhart					
Instructional Coaching in a PLC at Work: Tips for Common Challenges	X			X	
Student Goal Setting in a PLC at Work		X			X
Identifying Essential Standards: Prioritizing Our Mathematics Curriculum			X		
William M. Ferriter					
Collaborative Tools for Learning Teams in a PLC at Work			X		
You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process				X	
Making Differentiation Doable					X

Presenters & Titles	Wednesday, June 28		Thursday, June 29		Friday, June 30
	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.
Jason Hillman					
What You Do Matters! Taking Charge of Your School's Culture	X			X	
Don't Get Stuck! Getting the Most Out of Collaborative Team Meetings		X			X
A PLC Journey: How a School Transformed Into an Award-Winning Model PLC School			X		
Brig Leane					
KISS (Keep It Simple, Schools): Seven Steps for Team Success	X			X	
Singletons in a PLC: Navigating On-Ramps to Meaningful Collaboration		X			
The Learning Dashboard: Successfully Starting and Sustaining the PLC Process			X		X
Mike Mattos					
Are We a Group or a Team?	X				
Taking Action: How to Create a Highly Effective, Multitiered System of Supports		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors				X	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					X
Steve Pearce					
What's Next? Monthly Extensions to Challenge Proficient Students in a PLC	X			X	

Presenters & Titles	Wednesday, June 28		Thursday, June 29		Friday, June 30
	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.
The Collaborative Team: The Engine That Drives the PLC Process		X			X
Guiding Coalitions That Drive the PLC Process			X		
Julie A. Schmidt					
Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for All	X				
Central Office Leadership: Articulate, Protect, and Promote		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Yes We Can: Collaboration by All, for All!				X	
Windows and Mirrors: Women Who Lead					X

Agenda is subject to change.

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

Anisa Baker-Busby

Engaging Parents as Partners in a PLC

Getting parents involved or increasing parental support is a continuous conversation in every school across the world. In this session, Anisa Baker-Busby focuses on how the written and spoken language we use in our schools can influence and set the stage for family, school, and community partnerships to embrace "learning is required" school cultures.

Participants can expect to:

- Define the characteristics and importance of parent engagement in creating learning for all school cultures.
- Create action steps their school's guiding coalition can implement to increase positive and authentic parent partnerships centered around creating a learning-for-all mantra.

Mandy Barrett

Becoming Crystal Clear About Question One

Question one of a PLC sets the foundation for the three other questions. It is vital that teams become crystal clear on exactly what students must know and be able to do throughout grade-level curricula. This session delves into the importance of identifying REAL (relevant, enduring, assessed, leveraged) standards and takes participants through the process of unwrapping these standards.

Participants can expect to:

- Gain an understanding of the *why* behind identifying essential standards.

- Step through the process of unwrapping essential standards.
- Leave with tools to implement this process with their teams.

Jennifer Deinhart

Instructional Coaching in a PLC at Work: Tips for Common Challenges

As instructional leaders, coaches are often at the center of the work of collaborative teams. Jennifer Deinhart presents strategies to overcome common challenges while staying true to the PLC at Work process. Participants engage in an open dialogue about effective collaborative team meetings and working with teammates who are resistant to change.

Participants in this session:

- Explore the different meeting structures that support collaborative teams answering the four critical questions of learning.
- Use their own experiences to collectively brainstorm possible solutions for the challenges all instructional leaders face.
- Take time to plan agendas and structures for team meetings.

Jason Hillman

What You Do Matters! Taking Charge of Your School's Culture

School culture has to be purposefully and systematically developed. If educators do not have a plan to develop the culture of their schools, it will develop on its own—and it may not be the culture they want. In order to create a positive and productive culture, educators need to get the voices of positive and productive leaders in the room. Often, these leaders are not vocal and feel isolated. This session provides a practical approach—including activities—to develop and maintain a positive school culture.

Learning outcomes from this session include:

- Understanding school culture
- Gaining practical strategies to develop the culture in their schools
- Creating and sustaining a collaborative culture through shared leadership
- Clearly understanding the importance of their role in developing school culture

Brig Leane

KISS (Keep It Simple, Schools): Seven Steps for Team Success

You believe in PLCs and are ready to follow the process with more structure. Teachers and administrators need clarity on what is expected, and this session answers the question: What exactly should effective teams produce? This session is for educators looking for specifics on the tasks that guide effective collaborative teams through the PLC process and it gives administrators insight into what they should track to know which teams need more support.

Participants in this session can expect to:

- Explore collaborative team steps.
- Examine templates to guide teams.
- Develop actionable next steps.

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.

Steve Pearce

What's Next? Monthly Extensions to Challenge Proficient Students in a PLC

When we take on the mission of becoming a high-level PLC at Work, we are ensuring high levels of learning for all students. One group of students who are often omitted from our deliberate and intentional planning are those who already know the material. Participants in this session learn all about question four of the PLC process and gain strategies, protocols, and tools that can be incorporated into future units of study.

Julie A. Schmidt

Protocols for Results: Using Data Discussions to Lead to Higher Levels of Learning for *All*

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 specific processes to meet district needs.

Participants in this session:

- Review research related to and examples of data-driven decision making.
- Apply 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.

AFTERNOON BREAKOUT SESSIONS

Anisa Baker-Busby

Is It Really an Intervention Problem?

Teams spend an excessive amount of time discussing how interventions work, how to monitor progress, and when to find time to do it all. Anisa Baker-Busby discusses finding a balance, using your entire school to support values, and understanding the importance of Tier 1 instruction.

Participants can expect to:

- Become crystal clear on what their team wants students to know and do.
- Learn how to use assessment and their current schedule to meet the learning needs of their students.

Mandy Barrett

Learning Targets: What Are We Aiming For?

Unwrapping essential standards reveals many levels of skills and concepts for teams to target throughout instruction and assessment. This session begins with unwrapping a standard together to gain knowledge of the specific learning targets being addressed. From there, participants go through the process of developing a strong instructional response to assure that the necessary time and additional support given to students will meet their learning needs. By thoughtfully designing assessments aimed at specific learning targets, along with gathering and analyzing student data, teams will be able to know exactly what their students have learned and areas that still need support.

Participants can expect to:

- Discover the importance of identifying learning targets.
- Walk through the process of designing common formative assessments.
- Learn the significance of receiving timely information to guide instruction.

Jennifer Deinhart

Student Goal Setting in a PLC at Work

Jennifer Deinhart explores how teams answer the four critical questions of learning through the lens of student goal setting. Through this work, teams dig deeply into the most essential standards and see how goal setting leads to more targeted instruction. Participants also learn how to engage students in being reflective of their own work and next steps in learning.

Participants in this session:

- Explore how teams learn content and develop progressions for learning around essential standards.
- Develop skills in creating quality assessments, common scoring practices, and student self-reflection.
- Learn how to have more purposeful data discussions that result in targeted instruction.

Jason Hillman

Don't Get Stuck! Getting the Most Out of Collaborative Team Meetings

A collaborative culture is one of the three big ideas in the PLC model, and collaborative teams are a cornerstone of the PLC process. Getting started and maintaining productive collaborative sessions can be a daunting task. This session provides real-world applications of strategies and tools to help get teams started and avoid getting stuck in the process. Jason Hillman discusses strategies and tools his teams use to aid them on their PLC journey that ultimately propelled them to become a model PLC school through Solution Tree.

Participants in this session can expect to:

- Learn to understand the makeup of a positive and productive collaborative team session.
- Gain practical tools and strategies to help their collaborative teams get started and keep moving forward.
- Master how to systematically build collaboration throughout their buildings.

Brig Leane

Singletons in a PLC: Navigating On-Ramps to Meaningful Collaboration

Singletons—teachers who are the only ones teaching a specific course or subject—often ask how they can effectively participate on a collaborative team. Additionally, leaders frequently ask what they should be doing to guide and support singletons. Brig Leane provides participants clear direction to help singletons engage in meaningful collaboration. Teachers and leaders receive templates they can immediately implement.

Participants in this session can expect to:

- Examine the singleton dilemma.
- Explore on-ramps to meaningful collaboration and guiding templates.
- Develop actionable next steps.

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.

Steve Pearce

The Collaborative Team: The Engine That Drives the PLC Process

The PLC at Work framework is ultimately driven by the work of collaborative teams in each school. Participants in this session explore the *why* behind the impact of teams and practical strategies around the topics of:

- Focusing on the right work
- Meaningful protocols and products
- Dealing with conflict
- Becoming a model collaborative team

Julie A. Schmidt

Central Office Leadership: Articulate, Protect, and Promote

This session focuses on and clarifies the critical role central office leadership plays in the implementation of professional learning communities work that supports long-term sustainability. This session is designed for those who serve in any central office role and those who aspire to serve in such a role.

Participants can expect to:

- Consider how district-level leaders must articulate what is most important.
- Learn about specific actions leaders must take to protect the work identified as being most critical to the improvement of student outcomes.
- Discover how leaders promote the work through aligned goal setting and the thoughtful allocation of resources.

Session Descriptions—Day 2

KEYNOTE

Julie A. Schmidt

From Urgency to Action

As convincingly laid out during the Day 1 keynote, educators across the nation and the world are responding to historic challenges with a sense of urgency to meet the ever-growing needs of *all* students. Not to be confused with panic, a collective sense of urgency sharpens an organization's focus on the actions it must take in order to meet the challenges laid before it. When that collective sense of urgency leads to collective research-based action, sustainable improvement over time can be expected. Make no mistake: urgency and high-leverage action do not occur by chance, but rather by an ongoing commitment to learning and leading.

In this keynote, Julie A. Schmidt addresses creating a collective sense of urgency around the right work in your school or district and takes a deeper dive into the actions teams engage in while developing and maintaining a laser-like focus on student learning in a professional learning community. Whether you are new to the PLC journey or hoping to gain clarity on your next high-leverage steps several years into the work, this keynote will inspire a *calm and clear* sense of urgency.

MORNING BREAKOUT SESSIONS

Anisa Baker-Busby

Engaging Parents as Partners in a PLC

Getting parents involved or increasing parental support is a continuous conversation in every school across the world. In this session, Anisa Baker-Busby focuses on how the written and spoken language we use in our schools can influence and set the stage for family, school, and community partnerships to embrace "learning is required" school cultures.

Participants can expect to:

- Define the characteristics and importance of parent engagement in creating learning for all school cultures.
- Create action steps their school's guiding coalition can implement to increase positive and authentic parent partnerships centered around creating a learning-for-all mantra.

Mandy Barrett

Grading With a Purpose

Grades should measure student progress relative to specific learning standards. With historical practices being focused more on compliance, a shift in our mindset is necessary to assure students are gaining the knowledge and skills for continued success. Mandy Barrett helps participants analyze current grading practices, delves into the myths behind evidence-based grading, and recognizes how

the PLC process supports the ability to easily transition into a system of grading for evidence of learning.

Participants can expect to:

- Define evidence-based grading.
- Analyze current grading practices and beliefs.
- Determine what it takes to grade with a purpose.

Jennifer Deinhart

Identifying Essential Standards: Prioritizing Our Mathematics Curriculum

It is important for collaborative teams in Professional Learning Communities at Work to identify essential standards of learning within a mathematics curriculum. In order to implement a guaranteed and viable curriculum during core instruction, while also providing systematic and targeted interventions for students, we need to first determine which standards are most essential. Participants have an opportunity to put these ideas into practice and leave with an understanding of the process as well as tools to use back at their schools.

Participants in this session:

- Build common knowledge around key concepts and terms.
- Establish criteria for identifying essential standards and prioritize which standards are critical for high levels of learning.
- Preview next steps for unpacking essential standards.

William M. Ferriter

Collaborative Tools for Learning Teams in a PLC at Work

For many teachers, professional learning team meetings can be nothing short of overwhelming. Unaccustomed to making collective decisions, teams struggle to organize their work together and begin to question the benefit of a school's decision to restructure as a professional learning community. Participants in this session explore the kinds of tangible structures and explicit tools that learning teams must have in place to make their collaborative meetings productive.

Participants in this session:

- Learn how personalities influence the successes or struggles of learning teams.
- Discuss the role that clear norms and expectations for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

Jason Hillman

A PLC Journey: How a School Transformed Into an Award-Winning Model PLC School

Award-winning principal Jason Hillman presents the story and action steps he took with his staff as their school transformed into a model PLC school and a National Blue Ribbon Award winner. He discusses the collaborative vision and mission-building process his staff went through that ultimately changed the culture of the building. Attendees can expect to see authentic PLC strategies and processes that they can utilize within their own buildings. Jason shares authentic video of collaboration with a focus on student and adult learning. This powerful story of his school is both informative and motivational.

Participants in this session can expect to:

- Establish a practical approach in creating a shared vision and mission or mantra.
- Obtain a process that will lead to the creation of clear goals, and a system of how to achieve continuous progress toward goals.
- Learn how to systematically embed professional development through the PLC process.

Brig Leane

The Learning Dashboard: Successfully Starting and Sustaining the PLC Process

This session is for leaders who are eager to begin the PLC process back on campus and want to start in a way that is focused, will produce quick wins, and will be sustainable for busy educators. This session answers the question: What exactly should effective teams produce and what should leaders monitor? Brig Leane explores the specific tasks that guide effective collaborative teams through the PLC process and gives administrators insight into how and why they should monitor team progress.

Participants in this session:

- Gain clarity of expected team products.
- Examine methods to effectively monitor team progress.
- Address resistance.
- Develop actionable next steps.

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, Mike Mattos 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.

Steve Pearce

Guiding Coalitions That Drive the PLC Process

The PLC at Work process is a change that no school leader can conduct alone. Having a guiding coalition to lead this work is a crucial and vital step in becoming a true PLC. Most schools have a school leadership team, but do they actually function as a guiding coalition that leads the PLC process in their building?

Participants in this session learn:

- What a guiding coalition is
- Who should be in the guiding coalition
- What work the guiding coalition should lead and support
- Practical tips and ideas to ensure that your guiding coalition is successful

Julie A. Schmidt

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.

AFTERNOON BREAKOUT SESSIONS

Anisa Baker-Busby

Is It Really an Intervention Problem?

Teams spend an excessive amount of time discussing how interventions work, how to monitor progress, and when to find time to do it all. Anisa Baker-Busby discusses finding a balance, using your entire school to support values, and understanding the importance of Tier 1 instruction.

Participants can expect to:

- Become crystal clear on what their team wants students to know and do.
- Learn how to use assessment and their current schedule to meet the learning needs of their students.

Mandy Barrett

Building Buy-In for True Professional Learning Communities at Work

This session details strategies to create and support an atmosphere of commitment, trust, and engagement in a school community's PLC journey. Participants leave this session with easy-to-use team-building strategies to advance collaboration at a faster pace and allow for learning to be the central focus of their PLC.

Participants can expect to:

- Discover how to move schools away from adult-centered behavior to student-centered learning.
- Determine the importance of a collaborative culture within a school community.
- Engage in activities that will support teachers in committing to the importance of working as a professional learning community.

Jennifer Deinhart

Instructional Coaching in a PLC at Work: Tips for Common Challenges

As instructional leaders, coaches are often at the center of the work of collaborative teams. Jennifer Deinhart presents strategies to overcome common challenges while staying true to the PLC at Work process. Participants engage in an open dialogue about effective collaborative team meetings and working with teammates who are resistant to change.

Participants in this session:

- Explore the different meeting structures that support collaborative teams answering the four critical questions of learning.
- Use their own experiences to collectively brainstorm possible solutions for the challenges all instructional leaders face.
- Take time to plan agendas and structures for team meetings.

William M. Ferriter

You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process

In her research on the reasons students dropout of high school, Deborah Feldman (2017) made a surprising discovery: Most kids who walked away before graduation could track their decision to specific moments of academic challenge that caused them to stop believing in "their ability to be a student." What are the implications of Feldman's discovery for practitioners? It is imperative to build both the confidence and capacity of every learner. This session introduces participants to the steps that career classroom teacher and Solution Tree author Bill Ferriter has taken to use student-centered versions of the four critical questions of learning in his classroom.

Participants in this session can expect to:

- Discuss the important role that student self-efficacy plays in learning.
- Be introduced to student-centered versions of the four critical questions of the PLC at Work process.
- Explore simple student self-efficacy building strategies that can be integrated into any classroom.

Jason Hillman

What You Do Matters! Taking Charge of Your School's Culture

School culture has to be purposefully and systematically developed. If educators do not have a plan to develop the culture of their schools, it will develop on its own—and it may not be the culture they want. In order to create a positive and productive culture, educators need to get the voices of positive and productive leaders in the room. Often, these leaders are not vocal and feel isolated. This session provides a practical approach—including activities—to develop and maintain a positive school culture.

Learning outcomes from this session include:

- Understanding school culture
- Gaining practical strategies to develop the culture in their schools
- Creating and sustaining a collaborative culture through shared leadership
- Clearly understanding the importance of their role in developing school culture

Brig Leane

KISS (Keep It Simple, Schools): Seven Steps for Team Success

You believe in PLCs and are ready to follow the process with more structure. Teachers and administrators need clarity on what is expected, and this session answers the question: What exactly should effective teams produce? This session is for educators looking for specifics on the tasks that guide effective collaborative teams through the PLC process and it gives administrators insight into what they should track to know which teams need more support.

Participants in this session can expect to:

- Explore collaborative team steps.

- Examine templates to guide teams.
- Develop actionable next steps.

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.

Steve Pearce

What's Next? Monthly Extensions to Challenge Proficient Students in a PLC

When we take on the mission of becoming a high-level PLC at Work, we are ensuring high levels of learning for all students. One group of students who are often omitted from our deliberate and intentional planning are those who already know the material. Participants in this session learn all about question four of the PLC process and gain strategies, protocols, and tools that can be incorporated into future units of study.

Julie A. Schmidt

Yes We Can: Collaboration by All, for All!

When teams commit to collaborating in the PLC process dedicated to high levels of learning for *all* students, a key critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Then, ensure that all systems align, bringing this vision to life. Participants in this session are provided with strategies and protocols to examine mindsets and collaborative processes to drive action planning that ensure higher levels of learning for all students. This session is designed for both general and special educators.

Participants in this session:

- Examine best practices for ensuring all means *all*.
- Learn strategies to bring each of these best practices to life in your local context.
- Reflect on local current practices and policies that do and do not align with the belief that all students can learn at high levels and identify key next steps for moving forward.

Session Descriptions—Day 3

MORNING BREAKOUT SESSIONS

Anisa Baker-Busby

Where Do We Go From Here?

Do you struggle with knowing how to get started on this work? Do you have a plan to get teams on board and on track for doing the right work? Do you have a plan for potential roadblocks? Anisa Baker-Busby focuses on using participants' guiding coalition to get started with the right work and create sustainability through shared leadership.

Participants can expect to:

- Define the role of their guiding coalition.
- Reflect on current practices that need to change.
- Create an action plan with doable steps to get started on the right work.
- Create a preventive plan for potential roadblocks.
- Create action steps to get teams on board with sustainability.

Mandy Barrett

Building Buy-In for True Professional Learning Communities at Work

This session details strategies to create and support an atmosphere of commitment, trust, and engagement in a school community's PLC journey. Participants leave this session with easy-to-use team-building strategies to advance collaboration at a faster pace and allow for learning to be the central focus of their PLC.

Participants can expect to:

- Discover how to move schools away from adult-centered behavior to student-centered learning.
- Determine the importance of a collaborative culture within a school community.
- Engage in activities that will support teachers in committing to the importance of working as a professional learning community.

Jennifer Deinhart

Student Goal Setting in a PLC at Work

Jennifer Deinhart explores how teams answer the four critical questions of learning through the lens of student goal setting. Through this work, teams dig deeply into the most essential standards and see how goal setting leads to more targeted instruction. Participants also learn how to engage students in being reflective of their own work and next steps in learning.

Participants in this session:

- Explore how teams learn content and develop progressions for learning around essential standards.

- Develop skills in creating quality assessments, common scoring practices, and student self-reflection.
- Learn how to have more purposeful data discussions that result in targeted instruction.

William M. Ferriter

Making Differentiation Doable

If schools are truly working to move every student forward, learning experiences must be differentiated to meet the needs of individual students. The challenge, however, rests in making differentiation doable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality.

In this presentation, Solution Tree author and career classroom teacher Bill Ferriter introduces participants to a range of strategies that can be used to:

- Carefully plan and deliver initial attempts at remediation and enrichment in a differentiated classroom.
- Create meaningful "turn to" tasks for students to tackle after demonstrating mastery of grade level essentials.
- Systematically track progress by student and by standard.

Jason Hillman

Don't Get Stuck! Getting the Most Out of Collaborative Team Meetings

A collaborative culture is one of the three big ideas in the PLC model, and collaborative teams are a cornerstone of the PLC process. Getting started and maintaining productive collaborative sessions can be a daunting task. This session provides real-world applications of strategies and tools to help get teams started and avoid getting stuck in the process. Jason Hillman discusses strategies and tools his teams use to aid them on their PLC journey that ultimately propelled them to become a model PLC school through Solution Tree.

Participants in this session can expect to:

- Learn to understand the makeup of a positive and productive collaborative team session.
- Gain practical tools and strategies to help their collaborative teams get started and keep moving forward.
- Master how to systematically build collaboration throughout their buildings.

Brig Leane

The Learning Dashboard: Successfully Starting and Sustaining the PLC Process

This session is for leaders who are eager to begin the PLC process back on campus and want to start in a way that is focused, will produce quick wins, and will be sustainable for busy educators. This session answers the question: What exactly should effective teams produce and what should leaders monitor?

Brig Leane explores the specific tasks that guide effective collaborative teams through the PLC process and gives administrators insight into how and why they should monitor team progress.

Participants in this session:

- Gain clarity of expected team products.
- Examine methods to effectively monitor team progress.
- Address resistance.
- Develop actionable next steps.

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.

Steve Pearce

The Collaborative Team: The Engine That Drives the PLC Process

The PLC at Work framework is ultimately driven by the work of collaborative teams in each school. Participants in this session explore the *why* behind the impact of teams and practical strategies around the topics of:

- Focusing on the right work
- Meaningful protocols and products
- Dealing with conflict
- Becoming a model collaborative team

Julie A. Schmidt

Windows and Mirrors: Women Who Lead

This session leads participants through a rollercoaster of emotions, connections, celebrations, and reflections on the historical and current challenges women face as they take on leadership roles. Participants celebrate together and reflect on vulnerabilities leading to a higher level of self-efficacy and awareness.

Participants can expect to:

- Examine some of the challenges women have historically faced when making the decision to pursue a leadership position.
- Celebrate the wins—large and small.
- Reflect on our own personal journeys.
- Walk away with connections and a higher level of self-efficacy and awareness around our own uniqueness.

KEYNOTE

William M. Ferriter

Progress-Driven Leadership in a PLC at Work

Possessing deep insight into the core work of collaborative teams, participants in Solution Tree's PLC Institutes are, in many ways, the most important leaders in any building. They bear responsibility for working together to identify next steps worth taking even as teachers faced with new challenges begin to question just how doable those next steps really are. As Teresa Amabile and Steven Kramer demonstrate in *The Progress Principle* (2011), "The secret to amazing performance is empowering talented people to succeed at meaningful work" (p. 2). So, how can you empower talented people to succeed at meaningful work? The key rests in creating the conditions that make real progress possible—a process introduced in this keynote presentation by Solution Tree author and associate Bill Ferriter.

Participants can expect to:

- Explore the influences that impact the choices we make when driving change.
- Study the characteristics of successful change efforts in fields beyond education.
- Identify next steps worth taking to move their own schools forward.