

# Agenda

## Phoenix, AZ • February 13–15, 2024

### Tuesday, February 13

6:30–8:00 a.m.	Registration	121–124 Pre-Function
	Continental Breakfast	North Ballroom Pre-Function
8:00–9:30 a.m.	<b>Keynote</b> —Mike Mattos <i>Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement</i>	North Ballroom
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	<b>Concurrent Keynotes</b>	See pages 3 & 5–7.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	<b>Breakout Sessions</b>	See pages 3 & 7–10.
2:15–2:45 p.m.	Break	
2:45–4:00 p.m.	<b>Keynote</b> —Marcia L. Tate <i>Healthy Teachers: Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being</i>	North Ballroom

### Wednesday, February 14

7:00–8:00 a.m.	Registration	121–124 Pre-Function
	Continental Breakfast	North Ballroom Pre-Function
8:00–9:30 a.m.	<b>Keynote</b> —Anthony Muhammad <i>The Way Forward: PLC at Work and the Bright Future of Education</i>	North Ballroom
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	<b>Concurrent Keynotes</b>	See pages 4 & 11–13.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	<b>Breakout Sessions</b>	See pages 4 & 13–17.
2:15–2:45 p.m.	Break	
2:45–3:30 p.m.	<b>Panel Discussion</b> —Presenters answer your most pressing questions.	North Ballroom

## Thursday, February 15

7:00–8:00 a.m.	Continental Breakfast	North Ballroom Pre-Function
8:00–9:30 a.m.	<b>Keynote</b> —Regina Stephens Owens <i>Transformed People Transform People</i>	North Ballroom
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	<b>Keynote</b> —Luis F. Cruz <i>Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey</i>	North Ballroom

**Agenda is subject to change.**

## Sessions at a Glance—Day 1

### Concurrent Keynotes (10:00–11:15 a.m.)

<b>Tina H. Boogren &amp; Timothy D. Kanold</b> <i>Educator Wellness, Routines, and Strategies for Living the PLC Life: Thriving at Work and at Home!</i>	North Ballroom D
<b>Tim Brown</b> <i>Building a Commitment to Learning in Students</i>	North Ballroom A
<b>Julie A. Schmidt</b> <i>From Urgency to Action</i>	North Ballroom BC
<b>Jorge Valenzuela</b> <i>Empowering PLCs: Tools for Helping Students Connect Passion to Purpose</i>	121

### Breakout Sessions (12:45–2:15 p.m.)

<b>Tina H. Boogren</b> <i>The Wellness Advantage: Empowering Educators for Academic Excellence</i>	North Ballroom D
<b>Tim Brown</b> <i>Welding and Melding Your Leadership Team: The Critical Link to Schoolwide Improvement</i>	124A
<b>Luis F. Cruz</b> <i>Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn</i>	North Ballroom BC
<b>Timothy D. Kanold</b> <i>Your PreK–12 PLC Mathematics Focus: Instruction and Tasks!</i>	129
<b>Mike Mattos</b> <i>Taking Action: How to Create a Highly Effective, Multitiered System of Supports</i>	North Ballroom A
<b>Anthony Muhammad</b> <i>From PLC Lite to PLC Right!</i>	121
<b>Julie A. Schmidt</b> <i>Yes We Can: Collaboration by All, for All!</i>	124B
<b>Marcia L. Tate</b> <i>Happy Classrooms: Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being</i>	122
<b>Jorge Valenzuela</b> <i>Strategies for Creating Shared Agreements in PLC Teams</i>	125

## Sessions at a Glance—Day 2

### Concurrent Keynotes (10:00–11:15 a.m.)

<b>William M. Ferriter</b> <i>Helping Students Gain Reputations as Learners</i>	North Ballroom BC
<b>Timothy D. Kanold</b> <i>Heart &amp; Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!</i>	North Ballroom D
<b>Tom Schimmer</b> <i>Assessment Is the Engine!</i>	North Ballroom A
<b>Nicole S. Turner</b> <i>Unlocking Potential in Your PLC: Building Teacher Efficacy Through Skill-Based Coaching</i>	121

### Breakout Sessions (12:45–2:15 p.m.)

<b>Tim Brown</b> <i>Activating the Keys of Formative Assessment to Create a Culture of Learning</i>	124A
<b>Luis F. Cruz</b> <i>Embracing the Five Vessels: Learning the Non-Negotiables to Becoming a High-Functioning PLC</i>	North Ballroom A
<b>William M. Ferriter</b> <i>Collaborative Tools for Learning Teams in a PLC at Work</i>	125
<b>Mike Mattos</b> <i>Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors</i>	North Ballroom BC
<b>Anthony Muhammad</b> <i>Collaboration Is a Lifestyle, Not a Meeting!</i>	North Ballroom D
<b>Regina Stephens Owens</b> <i>Coaching Competence, Not Compliance</i>	124B
<b>Tom Schimmer</b> <i>Redefining Student Accountability</i>	121
<b>Nicole S. Turner</b> <i>Bridging Gaps, Building Strengths: Coaching Strategies for Tier 2 and Tier 3 Teachers in a PLC</i>	122

Agenda is subject to change.

## Session Descriptions—Day 1

### MORNING KEYNOTE

#### Mike Mattos

##### **Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement**

One of the essential characteristics of a professional learning community is continuous improvement. To achieve this goal, educators within a PLC commit to collective inquiry and action research to increase both adult and student learning. As we celebrate the 25th anniversary of Dr. Richard DuFour and Dr. Robert Eaker's original work—*Professional Learning Communities at Work*—Mike Mattos reviews the essential elements of the PLC at Work framework and shares insights we have learned through the process.

### CONCURRENT KEYNOTES

#### Tina H. Boogren & Timothy D. Kanold

##### **Educator Wellness, Routines, and Strategies for Living the PLC Life: Thriving at Work and at Home!**

The research is clear: Teachers impact student achievement more than any other aspect of schooling. But what happens when educators are physically, mentally, and emotionally exhausted in our highly relational profession? Timothy D. Kanold and Tina H. Boogren define educator wellness as a “continuous, active process toward achieving a positive state of good health and enhanced physical, mental, emotional, and social well-being.”

Utilizing their research-affirmed educator wellness framework, Kanold and Boogren help educators of all levels and backgrounds learn how to bring their very best selves to their students through the use of daily routines and strategies that can have a big impact on the achievement of educators and students alike. Come to this session ready to have fun, laugh, learn how to live your best life, and be inspired!

Participants gain insight into:

- Foundational research, theory, and practice for daily educator wellness and well-being in order to enhance student achievement
- A research-affirmed educator wellness framework that can be utilized by individuals, teams, schools, or entire districts as part of their professional development plan
- Simple but powerful routines, strategies, and tools that can be implemented immediately to support the mental and emotional health of all educators

#### 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 to and with their students. Dr. Anthony Muhammad's book, *Transforming School Culture*, reinforces the importance of high expectations. He notes 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” (p. 25).

In this keynote, Tim Brown engages the audience in a thoughtful examination and exploration of four practical and proven strategies that engage students in building a commitment for learning.

Outcomes from this session include:

- Understanding the importance of intentionally communicating high expectations to students and the positive effect that has on a student’s efficacy judgment
- Learning about strategies teachers use to establish a building and classroom culture centered around learning for all
- Recognizing the important role celebrations play in reinforcing and sustaining a focus on learning for all
- Exploring various strategies for engaging students in goal setting to take greater ownership of their learning

## **Julie A. Schmidt**

### **From Urgency to Action**

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.

## **Jorge Valenzuela**

### **Empowering PLCs: Tools for Helping Students Connect Passion to Purpose**

In today’s education landscape, many students feel disconnected and crave opportunities aligned with their interests. In this keynote session, Jorge Valenzuela equips PLCs with comprehensive tools and strategies to guide students toward academic and personal success. He emphasizes the importance of connecting students’ passions to a meaningful purpose while helping them develop their full potential.

Participants gain the knowledge and resources needed to create an environment where students can flourish academically and pursue their passions and aspirations. They also explore ways for teachers to enhance their rapport with students in challenging situations and introduce a straightforward project-based learning framework to define student learning experiences.

## **BREAKOUT SESSIONS**

### **Tina H. Boogren**

#### **The Wellness Advantage: Empowering Educators for Academic Excellence**

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

Participants can expect to:

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

### **Tim Brown**

#### **Welding and Melding Your Leadership Team: The Critical Link to Schoolwide Improvement**

Many guiding coalitions are slowed in their efforts to become highly effective because they skip the important *forming stage* of a team. With clear purpose, goals, roles, and commitments, a guiding coalition can accelerate its movement from a group to a team. In this breakout, attendees engage in a variety of processes that they can take back and do with their guiding coalition. Participants experience and reflect using tools that have been specifically designed to align a guiding coalition to a single purpose. Examples from the field are provided.

Participants in this session:

- Develop an understanding of the *forming stage* as described by Dr. Bruce Tuckman.
- Participate in strategies to successfully *form* a guiding coalition or enhance their current guiding coalition.

### **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

## Timothy D. Kanold

### **Your PreK–12 PLC Mathematics Focus: Instruction and Tasks!**

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction.

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

Participants use the PLC Mathematics at Work lesson design framework to:

- Examine research-affirmed teaching actions that maximize student learning during a mathematics lesson.
- Consider how to use prior knowledge, vocabulary tools, and activities effectively.
- Examine the balanced use of lower- and higher-level-cognitive-demand tasks as well as small-group and whole-group student discourse during class.

## 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

### **From PLC *Lite* to PLC *Right*!**

The PLC at Work process has been accessible to educators for over 25 years. Schools and school districts have been enamored with the concepts, and many have attempted to implement the process at scale. Unfortunately, not nearly enough schools have fully implemented the process. Most settle for a modified, scaled-down version called *PLC Lite*. In this session, Anthony Muhammad explores the key leverage points that will guide any school into PLC excellence!

Participants in this session:

- Learn how to organize an effective guiding coalition to guide a school into the six “tight” elements of a PLC.
- Benefit from 25 years of PLC wisdom in the best practices used to secure full staff commitment to the process.
- Examine surveys and rubrics to measure and assess a staff's current reality in the PLC process.

## 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 critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Then, teams ensure that all systems align, bringing this vision to life. Based on content from the best-selling book *Yes We Can! General and Special Educators Collaborating in a Professional Learning Community*, Julie A. Schmidt provides an overview of the six core beliefs and associated practices of inclusive work. This session is designed for leaders of all levels and both general and special educators.

Participants in this session:

- Consider examples and non-examples of an asset-based approach to student learning.
- Examine the six core beliefs and aligned practices of inclusive work.
- Through the use of a modified self-assessment, reflect on current practices that do and do not align with the belief that all students can learn at high levels and consider next steps for moving forward.

## **Marcia L. Tate**

### **Happy Classrooms: Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being**

There are twelve brain-based principles that not only contribute to teacher wellness but also create academic success in a classroom where teaching and learning are joyous experiences. Participants encounter those principles in this engaging and professionally life-changing session!

## **Jorge Valenzuela**

### **Strategies for Creating Shared Agreements in PLC Teams**

The challenge district leaders and principals face in today's schools is turning staff and faculty into highly functional, synergistic, and happy PLC teams working in students' best interests. School teams should therefore take time to collaboratively create a set of shared agreements before focusing on level-setting and upskilling on the countless priorities they're faced with. In this session, education coach Jorge Valenzuela takes participants through the appropriate steps they can take in their schools to co-create relevant shared agreements.

## **AFTERNOON KEYNOTE**

## **Marcia L. Tate**

### **Healthy Teachers: Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being**

Many teachers are simply—and understandably—burning out! The fire and passion that once sparked for teaching are extinguishing. Marcia L. Tate teaches educators how to restore their passion for teaching and explores additional brain-based principles for looking five to ten years younger, becoming and remaining healthier, and living a longer life!

## Session Descriptions—Day 2

### MORNING 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 the PLC at Work are timeless.
- The PLC at Work process is essential in order to repair and advance the field of education.

### CONCURRENT KEYNOTES

#### **William M. Ferriter**

##### **Helping Students Gain Reputations as Learners**

Chances are that most educators already know that nothing we do in schools—not our one-to-one initiatives, not our new reading and math curricula, not our efforts to integrate problem-based learning into our classrooms or rethink our homework practices—has a greater impact on student learning than building the collective efficacy of classroom teachers (Hattie, 2018). What may surprise some educators, however, are the close parallels between collective teacher efficacy and student self-reported grades—the instructional practice with the greatest potential to accelerate student learning (Hattie, 2018).

We can turn many of the same core collaborative practices used by our learning teams—setting goals, identifying essentials, assessing progress toward mastery, taking action on evidence of learning—into instructional practices, a process introduced by career classroom teacher and Solution Tree PLC Associate William M. Ferriter in this keynote presentation.

#### **Timothy D. Kanold**

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

Ours is a profession of emotional and relational labor, and it is easy to experience fatigue from the daily noise and intense, often quick-changing expectations of our work life. Giving our heart and soul to our professional life is fulfilling. Yet, it can also take its toll at work and at home.

Timothy D. Kanold notes, “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 and personal life stretches you beyond your limits. But there are ways to sustain and regain your happiness at work.”

In this session, participants examine the fine line between being busy (good stress) and being hurried (bad stress). They consider how to maintain high positive daily energy and joy and how to ruthlessly eliminate hurriedness from their life. They will walk away feeling inspired, rejuvenated, and empowered to give their heart and soul to their PLC work life without losing themselves in the process.

Dr. Kanold shares how to:

- Embrace the characteristics of happiness and joy found within the PLC culture.
- Explore compassion and self-compassion as effective tools for avoiding emotional exhaustion.
- Discover how to sustain a high positive energy state at work and at home, every day.

## **Tom Schimmer**

### **Assessment Is the Engine!**

Assessment is the engine that drives the PLC at Work process. Tom Schimmer highlights why investing in our assessment literacy is the most effective and efficient professional investment any educator or school can make. Whether implementing an RTI continuum, differentiating instruction, or teaching 21st century skills, assessment is the engine that drives and determines the fidelity with which these approaches are implemented. Tom highlights six assessment tenets that are universal, timeless, and critical to the successful support of all learners.

Participants learn:

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

## **Nicole S. Turner**

### **Unlocking Potential in Your PLC: Building Teacher Efficacy Through Skill-Based Coaching**

In these challenging times, educators struggle to cope in the face of unprecedented demands. The educational landscape is further complicated by an influx of new, uncertified teachers and staff shortages. This raises a critical question: How can we unlock potential and build teacher efficacy to address learning loss, one of the most pressing issues in modern education?

Facing these challenges, educators need a robust mechanism to ensure their responses are effective and faithful to their mission. That mechanism is teacher efficacy. Nicole S. Turner presents the Simple Core 4: organization, management and culture, content, and instructional execution. These principles are universal, timeless, and absolutely crucial to the successful support of all teachers.

Nicole emphasizes the vital role of teacher efficacy as the driving force behind the successful implementation of skill-based coaching. She demonstrates how fortifying our teachers' efficacy is not just a beneficial move, but the most strategic investment any educator, coach, or school can make.

Participants learn:

- The role and significance of teacher efficacy in successful skill-based coaching and how it acts as the driving force in effectively responding to challenges such as learning loss, teacher shortage, and the integration of uncertified teachers
- The application of the Simple Core 4 principles—organization, management and culture, content, and instructional execution— and why they are universal, timeless, and essential in providing effective support to all teachers
- Strategies for strengthening teacher efficacy as a key investment in educational practice

## **BREAKOUT SESSIONS**

### **Tim Brown**

#### **Activating the Keys of Formative Assessment to Create a Culture of Learning**

Formative assessment enhances learning for all students, especially those who struggle. It is one of the most powerful tools we have at our disposal for enhancing a student's desire to succeed in school. In this breakout, Tim Brown shares five keys and nine principles that a learning-centered school should see in every classroom.

Learning outcomes include:

- Exploring the relationship between formative assessment and student achievement
- Evaluating important considerations in the assessment process
- Examining tools, scenarios, and processes from the field that demonstrate that the five keys and nine principles are doable in every classroom, at every level

### **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, adult behaviors need to shift away from those found in traditional school systems. Which behaviors are found within the context of 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.

### **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.

## 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 needed to achieve this outcome. In this session, 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 in this session:

- 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 administration, 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.

In this session, participants 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

## Regina Stephens Owens

### **Coaching Competence, *Not* Compliance**

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

Learning outcomes from this session include:

- Designing and developing culture for learning
- Learning to coach competency, not just compliance
- Building collective capacity through shared responsibility

## Tom Schimmer

### **Redefining Student Accountability**

Many well-intentioned grading reform efforts are marred with tension about student accountability. The false assertions that students won't be held accountable or will become irresponsible often sidetrack what is necessary to modernize the grading and reporting systems. Tom Schimmer highlights why schools implementing the PLC process and an RTI continuum are ideally positioned to fulfill the promise of teaching students to be more responsible. Tom emphasizes the importance of taking both a trauma-informed and culturally responsive approach to this work.

In this session, participants:

- Learn how PLC processes, an RTI continuum, and sound assessment practices can be synced to create an efficient and effective approach to redefining student accountability.
- Explore the fundamentals of teaching, reinforcing, correcting, supporting, assessing, and reporting student accountability.
- Identify the important aspects of both trauma-informed and culturally responsive practices that create the most inclusive school culture.

## Nicole S. Turner

### **Bridging Gaps, Building Strengths: Coaching Strategies for Tier 2 and Tier 3 Teachers in a PLC**

Have you ever wondered how the differentiated strategies you apply for your students could also benefit your teacher teams? In this session, Nicole S. Turner provides instructional leaders with a robust approach to meeting the unique needs of teachers requiring additional support. As in our classrooms, where we recognize and address the differentiated needs of our students, the same strategy must apply when coaching our teaching teams.

Instructional leaders like coaches, principals, and teacher-leaders play a vast role in enhancing educational outcomes. The challenge of addressing extensive learning loss among students and helping teachers improve their instructional efficacy can often be daunting. However, the answer to the question, "Where do I begin to help teachers and students make true instructional gains?" lies in a

Carefully planned coaching strategy. Participants examine the Simple Core 4, a simplified yet impactful coaching tool to offer differentiated support to teachers within a coaching team. Participants will walk away with an action plan to identify individual teacher needs, develop personalized coaching plans, and provide effective support to teachers.

## Session Descriptions—Day 3

### MORNING KEYNOTES

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

#### **Luis F. Cruz**

##### **Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey**

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

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