

PLC at Work Institute Agenda

Anchorage, AK • November 1–2, 2023

Wednesday, November 1

7:00–8:30 a.m.	Registration	3rd Level Foyer
	Continental Breakfast	
8:30–10:15 a.m.	Keynote —Mike Mattos <i>The Urgency of the Moment</i>	Idlughet Exhibit Hall
10:15–10:30 a.m.	Break	
10:30–12:00 p.m.	Breakout Sessions	See pages 2–3.
12:00–1:00 p.m.	Lunch (provided)	3rd Level Foyer
1:00–2:30 p.m.	Breakout Sessions	See pages 2–3.
2:30–2:45 p.m.	Break	
2:45–3:15 p.m.	Team Time — <i>Presenters aid in your collaborative team discussions.</i>	Idlughet Exhibit Hall

Thursday, November 2

7:00–8:30 a.m.	Registration	3rd Level Foyer
	Continental Breakfast	
8:30–10:15 a.m.	Keynote —Timothy D. Kanold <i>Coherence and Culture: Embracing the Why and the How of the PLC Life!</i>	Idlughet Exhibit Hall
10:15–10:30 a.m.	Break	
10:30–12:00 p.m.	Breakout Sessions	See pages 2–3.
12:00–12:45 p.m.	Lunch (provided)	3rd Level Foyer
12:45–2:15 p.m.	Breakout Sessions	See pages 2–3.
2:15–2:30 p.m.	Break	
2:30–4:15 p.m.	Keynote —Regina Stephens Owens <i>Transformed People Transform People</i>	Idlughet Exhibit Hall

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Wednesday, November 1		Thursday, November 2	
	10:30–12:00 p.m.	1:00–2:30 p.m.	10:30–12:00 p.m.	12:45–2:15 p.m.
Brandon Jones				
More Than a Mission Statement: Unifying PLC and RTI to Guarantee Learning for All	Kahtnu 1–2			
Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work		Kahtnu 1–2		
Abandoning Archaic Practices: Motivating and Preparing Generation Z Students			Kahtnu 1–2	
Demystifying Data: Making the Process Easy, Efficient, and Effective				Kahtnu 1–2
Timothy D. Kanold				
Your Physical and Mental Wellness: Thriving at Work and at Home!	Tikahtnu Ballroom B			
Leading the PLC Life: Eliminating Barriers by Teaching the Loose-Tight Culture!		Tikahtnu Ballroom B		
Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks!			Tikahtnu Ballroom B	
Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!				Tikahtnu Ballroom B
Mike Mattos				
Are We a Group or a Team?	Idlughet Exhibit Hall			
Taking Action: How to Create a Highly Effective, Multitiered System of Supports		Idlughet Exhibit Hall		
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			Tikahtnu Ballroom E	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process				Tikahtnu Ballroom E
Maria Nielsen				
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning	Tikahtnu Ballroom A			Tikahtnu Ballroom A
The 15-Day Challenge: Win Quick, Win Often!		Tikahtnu Ballroom A		

Presenters & Titles	Wednesday, November 1		Thursday, November 2	
	10:30–12:00 p.m.	1:00–2:30 p.m.	10:30–12:00 p.m.	12:45–2:15 p.m.
Elementary ELA Strategies to Keep Your Students on Track			Tikahtnu Ballroom A	
Regina Stephens Owens				
The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures	Tikahtnu Ballroom E			
Small Schools and Singletons: Wired for Rigor and Relevance		Tikahtnu Ballroom E		
Leveraging Technology for Learning in a PLC			Idlughet Exhibit Hall	
Coaching Competence, <i>Not</i> Compliance: Preparing Teachers to Lead by Learning				Idlughet Exhibit Hall
Joshua Ray				
Crumbling Foundations: Rebuilding Educators Through a Collaborative Culture	Tubugheneq' 3–4			
Eating the PLC Elephant: Practical Steps to Make Our New Learning Come to Life		Tubugheneq' 3–4		
What Great Teams Do Differently			Tubugheneq' 3–4	
From Compliance to Commitment: Understanding and Overcoming Resistance Through Collective Commitments				Tubugheneq' 3–4
Jeanne Spiller				
Move Your Collaborative Team From <i>Establishing</i> to <i>Flourishing</i> !	Tikahtnu Ballroom C			
Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for All		Tikahtnu Ballroom C		
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			Tikahtnu Ballroom C	
Yes We Can: Collaboration by All, for All!				Tikahtnu Ballroom C

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

[Brandon Jones](#)

More Than a Mission Statement: Unifying PLC and RTI to Guarantee Learning for All

A PLC's primary mission is to ensure high levels of learning for all students. With this goal in mind, do school support systems align with that mission? Despite our best lessons and efforts in class, we know some students will succeed only with additional time and support. Because of this, it is essential to create a system where all students are guaranteed to receive directed, specific, timely, and targeted intervention as well as extension.

Session participants identify common barriers when providing additional help to students, outline possible solutions, and explore the RTI plan of a model PLC secondary school. This session is based on the RTI research of Mike Mattos and Austin Buffum as well as action research from several model PLC schools.

Participants in this session:

- Examine their current reality and challenges regarding systematic interventions.
- Determine how a PLC addresses common challenges and helps sustain a tiered system of support for students.
- Investigate the enrichment and intervention plan of a current model PLC school.

Timothy D. Kanold

Your Physical and Mental Wellness: Thriving at Work and at Home!

In this decade, teaching and leading in pursuit of improved student achievement is hard to do well day in and day out. The work at hand takes its toll physically and mentally. During this highly interactive, sometimes funny, sometimes serious, and always engaging session, Timothy D. Kanold, uses the Wellness Solutions for Educators™ framework to take a deep dive into the physical and mental wellness challenges that exist in the daily life of an educator. Improved sleep and rest, food and hydration, and movement are interwoven together as a result of daily decision making and intentionally planning. Participants will be (re)invigorated, (re)inspired, and (re)connected to the benefits of a sustainable and thriving home and work life.

Dr. Kanold leads participants in:

- Discovering brain research associated with sleep, rest, hydration, movement, and decision fatigue
- Considering specific strategies for incorporating improved sleep, rest, hydration, movement, and decision-making routines into daily life
- Exploring a concrete plan for reducing, automating, and regulating decisions to avoid decision-fatigue and mental exhaustion as part of educator renewal

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.

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.

Joshua Ray

Crumbling Foundations: Rebuilding Educators Through a Collaborative Culture

Things like virtual instruction, trauma, and learning loss have burdened educators in ways never before imagined. However, at the heart of a collaborative culture lies the possibility for teacher rejuvenation and support that are critical in these challenging times. In this session, Josh Ray examines school culture through the lens of professional fulfillment and belonging with the ultimate goal of healthier, happier educators and students.

Participants in this session can expect to:

- Understand what research says drives professional fulfillment.
- Examine their school culture to determine areas of distraction.
- Learn how a collaborative culture can provide the answer to teacher burnout and isolation.

Jeanne Spiller

Move Your Collaborative Team from *Establishing* to *Flourishing*

In this session, Jeanne Spiller shows participants how to use a continuum to identify ways to move their team from *establishing* to *flourishing*. The continuum defines what it looks like when collaborative teams are intentionally focused on learning and results, and it provides next steps for teams and those who lead them to move team practice to *flourishing* so that more students learn at grade-level or higher.

Participants can expect to:

- Define the characteristics of high-functioning collaborative teams using a continuum of practice.
- Discover action steps collaborative teams can take to enhance their practices.

AFTERNOON BREAKOUT SESSIONS

Brandon Jones

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.

Timothy D. Kanold

Leading the PLC Life: Eliminating Barriers by Teaching the Loose-Tight Culture!

School-site administrators and leaders, guiding coalition members, instructional coaches, school district or central office administrators, and leaders face the challenge of guiding others into PLC life expectations. They help those they lead to overcome obstacles for a sustained daily implementation of the PLC process.

Timothy D. Kanold reveals how to become dynamic and inspiring decision makers others will want to follow. As participants identify primary barriers to the PLC life, Dr. Kanold facilitates dialogue to find meaningful solutions based on understanding what is “loose” and “tight” in a PLC at Work culture. He reveals how to use a loose-tight vision to impact positive change. And, he examines how to effectively monitor the quality of the PLC process, by celebrating actions that advance the shared values (commitments) of your leadership life.

Participants can expect to:

- Identify school-site and district-level barriers to full PLC process implementation.
- Use a loose-tight PLC at Work model to overcome barriers and focus collective teacher efficacy and improvement.
- Use excessive and radical celebration as the antidote to a culture of continuous improvement.

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.

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.

Joshua Ray

Eating the PLC Elephant: Practical Steps to Make Our New Learning Come to Life

With a head full of new knowledge and newfound excitement, you may quickly find yourself wondering how to take all the new learning and practically apply it on your campus. In this session, Josh Ray gives participants practical ideas for how to begin shifting the school culture, adjusting the structures, and practicing the collaborative work that will transform their campus into a PLC at Work. While no two schools are the same, participants leave with a practical game plan for how to begin the process of changing their campus.

Participants in this session:

- Learn ways to sequentially begin implementing new learning at their site.
- Leave with structures for prioritizing new learning to avoid overwhelming staff in the change process.
- Understand who should be part of planning next steps and how to utilize these people to own the change process as a campus.

Jeanne Spiller

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.

Session Descriptions—Day 2

KEYNOTE

Timothy D. Kanold

Coherence and Culture: Embracing the *Why* and the *How* of the PLC Life!

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

The PLC at Work process can help solve complex issues educators face daily and help them experience a more meaningful professional life. Dr. Kanold explores how to use the four critical questions of the PLC process to advise the deep work of collaborative teams.

In this session, participants:

- Examine how committing to the PLC at Work process is an inequity eraser with positive consequences for student learning.
- Find value in supporting a culture of vulnerability and transparency.
- Consider ways the process can help them overcome obstacles and adversity during every school season.
- Understand the PLC life as a second mountain climb.

MORNING BREAKOUT SESSIONS

Brandon Jones

Abandoning Archaic Practices: Motivating and Preparing Generation Z Students

We are preparing students for jobs that do not exist to solve challenges that have not yet been identified. What happens when our current practices fail to motivate, engage, and prepare the current generation of students who depend on the immediacy of the world around them? The challenge lies in the fact that their system of thinking from neural to practical is instant and problem based—the opposite of preceding generations.

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

Participants can expect to:

- Compare significant differences between this generation of students and past generations, including those of educators.
- Identify archaic practices that demotivate students.
- Identify 21st century learning practices that motivate and prepare students for their future.

Timothy D. Kanold

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

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower- 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 lesson design model to:

- Examine research-affirmed teaching actions that maximize student learning during a mathematics lesson.
- Consider how to use prior knowledge activities effectively.
- Examine the balanced use of lower- and higher-level-cognitive-demand tasks during class.
- Embrace the balanced use of small-group student discourse as part of a formative feedback process that encourages student perseverance, engagement, effort, efficacy, and participation during the lesson.

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.

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.

Joshua Ray

What Great Teams Do Differently

The elements of a Professional Learning Community at Work are clear, but often it is hard to envision how they translate in the weekly work of collaborative teams. If you are looking for resources to make your work more efficient or find yourself wanting to just get more from your collaborative team, this is the session for you!

Participants in this session:

- Learn how to ensure collaborative time is meaningful for teachers.
- Gain concrete examples of how teams answer the four critical questions.
- Leave with practical ideas to make their teamwork more efficient and impactful.

Jeanne Spiller

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

Schools that function as PLCs must ultimately do two things: 1) build a collaborative culture to promote continuous adult learning, and 2) create structures and systems that 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

Brandon Jones

Demystifying Data: Making the Process Easy, Efficient, and Effective

Albert Einstein stated that “the definition of genius is taking the complex and making it simple.”

One of the final stages of team development centers around the use of information gathered from assessments. Unfortunately, this is also a tempting stopping place in the improvement process. We find that some schools and teacher teams suffer from what Waterman and Peters call DRIP—data rich information poor (2006). These teams have ample data but lack the process to turn this meaningful information into a competitive advantage.

Brandon Jones explores the most meaningful ways to analyze data in a professional learning community. Participants use simple, practical data protocols to become efficient with their work and lead them to action.

Participants in this session:

- Determine how to effectively use data in a collaborative team.
- Learn how to use a protocol to increase efficiency.
- Practice engaging in this process using a real world scenario.

Timothy D. Kanold

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

Education is a profession of “emotional labor,” and it is easy to experience fatigue from the daily noise and intense, often quick-changing expectations of the educators’ work life. Giving “heart and soul” to the 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 life stretches you beyond your limits. But there are ways to sustain and regain your happiness at work.” The secret lies in understanding how to live a well-balanced daily life.

Participants examine the difference between being busy and being hurried, and they consider how to maintain high positive daily energy and joy, as they ruthlessly eliminate the hurry from their lives based on the energy quadrants from Dr. Kanold’s award-winning book, *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (Solution Tree, 2017). Participants walk away feeling the power of their professional journey.

Participants can expect to:

- Understand and embrace happiness as a high positive energy state.
- Ruthlessly eliminate hurry from their life.
- Avoid emotional exhaustion through the demonstration of self-compassion.
- Avoid the natural drift to a high negative energy state of being.
- Choose a daily, well-balanced life.

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.

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

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.

Joshua Ray

From Compliance to Commitment: Understanding and Overcoming Resistance Through Collective Commitments

No school has ever become a professional learning community without experiencing resistance along the way. However, it's easy to assign judgment to those resistant to change instead of understanding and accounting for why the change is difficult. In this session, Josh Ray addresses how to go from taking resistance personally to understanding the underlying competing commitments causing good people to resist. Most importantly, participants learn how to define and practice new behaviors that will overcome resistance and transform their schools.

Participants in this session:

- Learn the underlying causes of rational resistance.
- Consider whether their school could have deep-rooted beliefs in competition with becoming a Professional Learning Community at Work.
- Create powerful and simple behavioral commitments that cause a school to shift from their current reality to the vision they hold for the future.

Jeanne Spiller

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.

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