Agenda
Minneapolis, MN • June 10–12, 2024

Monday, June 10

6:30–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Julie A. Schmidt *Urgency Unleashed: Reinforcing the Foundation and Accelerating the Momentum of Your Professional Learning Community*	
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	See pages 2–4.
11:45 a.m.–12:45 p.m.	Lunch (provided)	
12:45–2:15 p.m.	**Breakout Sessions**	See pages 2–4.
2:15–2:30 p.m.	Break	
2:30–3:30 p.m.	**Panel Discussion**—*Presenters answer your most pressing questions.*	

Tuesday, June 11

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

Wednesday, June 12

7:00–8:00 a.m.	Continental Breakfast	Rooms/Locations TBD
8:00–9:30 a.m.	**Breakout Sessions**	See pages 2–4.
9:30–10:00 a.m.	Break	
10:00–12:00 a.m.	**Keynote**—Jeanne Spiller *Embrace the Power of Clarity, Conviction, and Courage to Build a Strong and Empowered Professional Learning Community*	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Monday, June 10		Tuesday, June 11		Wednesday, June 12
	10:15–11:45 a.m.	12:45–2:15 p.m.	10:15–11:45 a.m.	12:45–2:15 p.m.	8:00–9:30 a.m.
Shawn Creswell					
Move Learning Forward and Get Results!	X			X	
Hip, Hip, Hooray! Celebrate to Motivate!		X			X
Common Formative Assessments Are Sexy!			X		
Scot Curran					
Give Students Something to Talk About: Facilitating Discussion to Make Math Meaningful	X				X
Timely and Effective Intervention: Turning on a Dime When Children Need Support		X		X	
Make Your Data Meaningful: Practical Applications for Educators			X		
Jacqueline Heller					
High Levels of Learning for Both Students and Adults	X		X		
TEAMS Transform Literacy Outcomes for Students in a PLC at Work		X			X
How Can Assessment Look Different in Early Childhood? (PreK–2)				X	
Cheyana Leiva					
From Data Meetings to Data Conversations	X		X		
The Invisible Fifth Question of a PLC		X			X
Guiding Coalitions: The Key to Effectively Implement a PLC				X	
Anthony Muhammad					
Collaboration Is a Lifestyle, Not a Meeting!	X				
Transforming School Culture: New Insights		X			

Presenters & Titles	Monday, June 10		Tuesday, June 11		Wednesday, June 12
	10:15–11:45 a.m.	12:45–2:15 p.m.	10:15–11:45 a.m.	12:45–2:15 p.m.	8:00–9:30 a.m.
From PLC *Lite* to PLC *Right*!			X		
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change				X	
Building Commitment and Overcoming Frustration on Your PLC Journey					X
Regina Stephens Owens					
The *Why* Effect: Intentional Systems Drive Inspirational Cultures	X				
The Learning Professional: Coaching Competence, Not Compliance		X			X
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning			X		
Small Schools and Singletons: Wired for Rigor and Relevance				X	
Julie A. Schmidt					
Windows and Mirrors: Women Who Lead	X				X
Yes We Can! Moving Beyond Labels Through the Partnership Between General and Special Educators		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Central Office Leadership: Articulate, Protect, and Promote				X	
Jeanne Spiller					
The Critical Role of Question One: Identifying Essentials and How to Use Them in a High-Leverage Way	X				
Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for *All*		X			X
Cultivating Educator Wellness for Leading and Living the PLC Life!			X		
Intentional, Courageous Leadership Starts With You!				X	

Presenters & Titles	Monday, June 10		Tuesday, June 11		Wednesday, June 12
	10:15–11:45 a.m.	12:45–2:15 p.m.	10:15–11:45 a.m.	12:45–2:15 p.m.	8:00–9:30 a.m.
Eric Twadell					
Social and Emotional Learning in a PLC at Work	X				
Leadership by Design: Four Essential Conversations for District, School, and Team Leaders		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Grading and Reporting for Learning: The Five Stages of Evidence-Based Grading				X	
Using AI Tools to Facilitate Better Teaching and Learning					X
Mark Weichel					
Building Your PLC Toolbox	X			X	
Turning on a Dime at the Secondary Level		X			
What's Next? Monthly Extensions to Challenge Proficient Students in a PLC (The Question Four Session)			X		X

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Session Descriptions—Day 1

Julie A. Schmidt

Urgency Unleashed: Reinforcing the Foundation and Accelerating the Momentum of Your Professional Learning Community

Whether you are new to professional learning communities work or you have been on the journey for some time, the urgency of ensuring high levels of learning for *all* students is palpable. In this keynote, Julie A. Schmidt reestablishes the foundational principles and transformative ideas that serve as the guiding force behind your PLC work. Participants new to the work leave with clarity around where to start and participants who have been on the journey for some time identify ways to stretch. Together, we explore how to build a future where collaboration, learning, and continuous improvement are at the heart of educational excellence.

MORNING BREAKOUT SESSIONS

Shawn Creswell

Move Learning Forward and Get Results!

Participants in this session learn how to determine the essential standards for any grade, course, or content area and how breaking down standards into learning targets sets the stage for knowing where students are on their progression of learning. When critical question one is done well, questions two, three, and four easily fall into place. Shawn Creswell shows participants how to make interventions and extensions meaningful to move learning forward and fill in gaps while making sure the essentials are *essential*. Participants also gain tools to easily implement this process with teams or singletons.

Participants in this session can expect to:
- Learn how to determine which standards are truly essential standards.
- Understand how to use learning targets to intervene and extend for student learning.
- Gain tools to easily implement this process!

Scot Curran

Give Students Something to Talk About: Facilitating Discussion to Make Math Meaningful

If we want students to make sense of mathematics, we must give them ample opportunity to collectively share and refine their current understanding. Students recognize their role as a mathematician goes beyond just arriving at the correct answer when educators facilitate discussion effectively. This mathematical mindshift can increase student ownership and achievement.

In this session, Scot Curran shows participants how to :
- Gain shared clarity around the different responsibilities of teachers and students in a math classroom.

- Examine the roles of prompts, cues, and different question types.
- Develop strategies to increase student engagement using discussion.

Jacqueline Heller

High Levels of Learning for Both Students and Adults

How do we meet students where they are and actually move them toward proficiency on the essential standards? The process of closing learning gaps begins by clarifying which standards are most essential for every student to know and be able to do. When teams identify what students must learn and collectively develop a plan of action through the teaching-learning feedback loop, they can achieve high levels of learning for every student, build teacher clarity, and improve collective practices.

Participants learn how to:
- Use criteria to guide collaborative discussions of what is most essential for student learning.
- Deconstruct essential standards into specific learning targets arranged in a learning progression.
- Prioritize and pace the learning across the year with proficiency maps.
- Align purchased curriculum materials to team-developed learning targets.
- Examine tools, templates, and protocols to support the work of teams in designing instruction and assessment of the essential standards.

Cheyana Leiva

From Data Meetings to Data Conversations

Schools have utilized data for years and teams have discussed data in various forms throughout their teaching careers, but it hasn't moved the bar for students. This session helps participants learn how the PLC process shifts teams from talking about numbers to discussions around student skills, instructional practices, and next steps to ensure all students learn.

Participants in this session:
- Build shared knowledge around highly effective data conversations.
- Learn specific steps to improve instructional practice and student achievement through data conversations.

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

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

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

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.

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 historical and research-based challenges women face 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.

Jeanne Spiller

The Critical Role of Question One: Identifying Essential Standards and How to Use Them in a High-Leverage Way

Learn why getting clear about what students should know and be able to do by grade, by subject, or by course is critical for collaborative teams. Participants review the vital role of question one of a PLC,

discover how to determine essentials, and learn how to develop collective understanding of the essentials in preparation for teaching, assessing, and—most importantly—student learning. This session is specifically for those who have not developed essential standards, would like a refresher, or are ready to use the essentials to guide pre-instruction collaboration.

Participants can expect to:
- Learn why determining essential standards and deep, collective understanding of the essentials is important and logical.
- Discover and practice a process for choosing for ensuring collective understanding of the essentials.
- Consider the use of essentials to drive pre-instruction collaboration.

Eric Twadell

Social and Emotional Learning in a PLC at Work

In most schools, social and emotional learning (SEL) is little more than canned programs that highlight cliché-driven posters and flyers. Schools that take SEL seriously learn quickly that we can teach and assess SEL just like any other subject and content area. In this session, Eric Twadell explores the CASEL social-emotional learning competencies and develops strategies and best practices for teaching and learning.

Participants in this session:
- Explore the CASEL social-emotional learning competencies—self-management, self-awareness, social awareness, responsible decision-making, and relationship skills.
- Learn strategies for the explicit assessment of these competencies.
- Understand how these competencies can impact student learning.
- Learn how to assess the impact of social and emotional learning instruction.

Mark Weichel

Building Your PLC Toolbox

PLC teams need to have a number of tools and resources at their disposal to improve instruction and learning. Mark Weichel provides materials to document PLC conversations, create common formative assessments and scoring methods, and use results to motivate students. Participants leave with a full toolbox to take back and immediately use in their schools and districts.

AFTERNOON BREAKOUT SESSIONS

Shawn Creswell

Hip, Hip, Hooray! Celebrate to Motivate!

Cue the music … "Celebrate good times, come on!" Need a dose of pure joy and want to learn how celebrating can motivate everyone—educators, students, and communities—in our school systems?

This session focuses on the significant differences seen in districts and schools that make celebrations part of their culture. Celebrations are often overlooked and forgotten yet deserve our time and attention. District and campus leaders, guiding coalition members, or classroom teachers can all benefit from attending this session. Shawn Creswell provides ways to intentionally add celebrations to motivate and inspire educators and learners. He also offers practical ways to celebrate to motivate and leave with tools to let the celebrations begin!

Participants in this session can expect to:
- Learn why celebrations motivate and how to easily make this part of our culture.
- Gain tools to celebrate from small to grand in their districts, schools, and classrooms.
- Leave with a reminder about how focusing on the good motivates us all!

Scot Curran

Timely and Effective Intervention: Turning on a Dime When Children Need Support
Collaborative teams leverage the strengths of all members by implementing interventions to target the needs of students. Yet if the majority of students aren't learning the essentials during Tier 1 instruction, ensuring grade-level success for all students becomes far more challenging. This session examines pragmatic ways to increase your instructional impact in the classroom when students are expected to learn their current content.

Participants in this session can expect to:
- Develop clarity of the role of formative assessment within and across classrooms.
- Learn about the types of feedback and how to use them strategically to increase student learning.
- Gain strategies to increase student efficacy by connecting new learning to prior knowledge.

Jacqueline Heller

TEAMS Transform Literacy Outcomes for Students in a PLC at Work
Reading proficiently lays the foundation for achievement in all aspects of learning. We must ensure a guaranteed and viable reading curriculum by identifying what is most essential from the seemingly unending scope of literacy learning, standards, and research. When teams build shared learning in how to identify, prioritize, and clarify essential learning targets, then align their assessment practices to those literacy learning targets, they can better ensure high levels of literacy learning for every child, every day.

Participants in this session gain tools to help teams:
- Understand the TEAMS framework for guiding collaborative time to focus on student learning in literacy.
- Create learning targets and reading progressions from essential literacy standards.
- Use data to set, share, monitor, and celebrate student literacy goals.

Cheyana Leiva

The Invisible Fifth Question of a PLC

The PLC process leads teacher teams to answer these four critical questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulties in learning?
4. How do we respond when students do learn?

Embedded in each of those questions is the question of *instruction*. How do teachers design their instruction to support the four questions? Teams must explicitly discuss instruction as they answer the four critical questions. In this session, Cheyana Leiva helps participants learn how to ensure teams address high-quality instructional practices while collaborating on these questions.

Participants can expect to:

- Build shared knowledge around how instruction is a key component of PLCs.
- Connect instructional practices to prevention, intervention, and acceleration.

Anthony Muhammad

Transforming School Culture: New Insights

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

Participants can expect to learn:

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

Regina Stephens Owens

The Learning Professional: Coaching Competence, Not Compliance

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.

Julie A. Schmidt

Yes We Can! Moving Beyond Labels Through the Partnership Between General and Special Educators
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 personal and systemic beliefs about students, themselves, and learning. Then, ensure that all systems align, bringing this vision to life.

Focused on closing the gaps between all students and students with identified needs, this session provides an overview of the core concepts and associated strategies in the work of inclusive practices.

Participants in this session:
- Examine the core concepts and aligned practices that strengthen a collective commitment and the shared ownership required to ensure high levels of learning for *all*.
- Reflect on current practices 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.

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.

Eric Twadell

Leadership Matters: Four Essential Conversations for District, School, and Team Leaders
District, school, and team leaders play an important role in developing PLCs. This session explores the essential characteristics and roles of leaders in creating and sustaining a culture of collaboration and shared responsibility in a PLC.

Participants in this session:

- Take part in four leadership conversations that focus on building coherence and clarity for the work of leaders in a PLC.
- Discover how effective leaders facilitate a culture of shared responsibility.
- Examine strategies effective leaders must utilize to develop a learning-centered culture in districts, schools, and teams.

Mark Weichel

Turning on a Dime at the Secondary Level

There are no disposable kids. Mark Weichel shows participants effective ways high schools can respond and take action when students are not learning at expected levels. By providing a template of successful schools, participants investigate strategies for turning on a dime when students are underperforming at the secondary level.

Session Descriptions—Day 2

Anthony Muhammad

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

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

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

Shawn Creswell

Common Formative Assessments Are Sexy!

Ok, assessments might not really be sexy, but they definitely drive better instruction, collaboration, and improvement in student learning. Common formative assessments can be easier to use than most educators realize and yet are often not utilized in ways to maximize their impact on learning. In this session, Shawn Creswell shows participants ways to make common formative assessments so meaningful they can't imagine not implementing them. Participants gain a clear understanding of why assessments are the lynchpin to student learning!

Participants in this session can expect to:
- Learn differences in types of assessments to improve instructional practices.
- Understand where different types of assessments fit into a unit plan.
- Gain tools to improve assessment practices.

Scot Curran

Make Your Data Meaningful: Practical Applications for Educators

Are you gathering and monitoring various data points but not yet seeing the increases in student achievement? Educators are consistently assessing student learning; however, making these results improve instructional practice can be challenging. Participants review how data drives the work of collaborative teams in a PLC, reflect upon their current use of data, and determine how to refine their analysis to more effectively meet the needs of students.

Participants in this session can expect to:
- Gain shared clarity around the importance of both quantitative and qualitative data.
- Determine how to make the data used at the classroom, school, and district level meaningful.
- Acquire a structure that collaborative teams can use to both understand needs and take action to ensure higher levels of learning.

Jacqueline Heller

High Levels of Learning for Both Students and Adults

How do we meet students where they are and actually move them toward proficiency on the essential standards? The process of closing learning gaps begins by clarifying which standards are most essential for every student to know and be able to do. When teams identify what students must learn and collectively develop a plan of action through the teaching-learning feedback loop, they can achieve high levels of learning for every student, build teacher clarity, and improve collective practices.

Participants learn how to:
- Use criteria to guide collaborative discussions of what is most essential for student learning.
- Deconstruct essential standards into specific learning targets arranged in a learning progression.
- Prioritize and pace the learning across the year with proficiency maps.
- Align purchased curriculum materials to team-developed learning targets.
- Examine tools, templates, and protocols to support the work of teams in designing instruction and assessment of the essential standards.

Cheyana Leiva

From Data Meetings to Data Conversations

Schools have utilized data for years and teams have discussed data in various forms throughout their teaching careers, but it hasn't moved the bar for students. This session helps participants learn how the PLC process shifts teams from talking about numbers to discussions around student skills, instructional practices, and next steps to ensure all students learn.

Participants in this session:
- Build shared knowledge around highly effective data conversations.
- Learn specific steps to improve instructional practice and student achievement through data conversations.

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.

Regina Stephens Owens

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning
In a time of tremendous focus on data, it is imperative to grow a rich collaborative culture through dialogue and data protocols—moving from a deficit mindset to a growth mindset. Participants in this session discover ways to create this culture, use data as information, and increase team capacity and student learning.

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

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) foster an all-means-all culture of collective responsibility, and 2) create structures and systems that guarantee students additional time and support for learning when they need it.

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.

Jeanne Spiller

Cultivating Educator Wellness for Leading and Living the PLC Life!

In an educational landscape marked by increasing demands, it's crucial to recognize that the well-being of educators directly impacts student success and teacher retention. This session is an immersive experience designed to equip educators with the tools, strategies, and routines they need to prioritize their well-being, ultimately leading to improved student outcomes and increased job satisfaction.

Utilizing the research-affirmed educator wellness framework built by Timothy D. Kanold and Tina H. Boogren, this session helps 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. Participants leave this event feeling inspired, motivated, and rejuvenated!

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

Eric Twadell

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. This session 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:
- 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.

Mark Weichel

What's Next? Monthly Extensions to Challenge Proficient Students in a PLC (The Question Four Session)

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 the students who already know the material. In this session, participants learn all about question four of the PLC process and gain strategies, protocols, and tools that can be incorporated into future units of study.

Shawn Creswell

Move Learning Forward and Get Results!

Participants in this session learn how to determine the essential standards for any grade, course, or content area and how breaking down standards into learning targets sets the stage for knowing where students are on their progression of learning. When critical question one is done well, questions two, three, and four easily fall into place. Shawn Creswell shows participants how to make interventions and extensions meaningful to move learning forward and fill in gaps while making sure the essentials are *essential*. Participants also gain tools to easily implement this process with teams or singletons.

Participants in this session can expect to:

- Learn how to determine which standards are truly essential standards.
- Understand how to use learning targets to intervene and extend for student learning.
- Gain tools to easily implement this process!

Scot Curran

Timely and Effective Intervention: Turning on a Dime When Children Need Support

Collaborative teams leverage the strengths of all members by implementing interventions to target the needs of students. Yet if the majority of students aren't learning the essentials during Tier 1 instruction, ensuring grade-level success for all students becomes far more challenging. This session examines pragmatic ways to increase your instructional impact in the classroom when students are expected to learn their current content.

Participants in this session can expect to:

- Develop clarity of the role of formative assessment within and across classrooms.
- Learn about the types of feedback and how to use them strategically to increase student learning.
- Gain strategies to increase student efficacy by connecting new learning to prior knowledge.

Jacqueline Heller

How Can Assessment Look Different in Early Childhood? (PreK–2)

The collaborative and data-driven process of PLCs applies to every learner, not just those in the high-stakes testing grades. PreK to second-grade teams are asked to embrace assessment as information that allows them to be responsive and monitor their youngest students' learning in a way that may look different than for upper grades.

Participants in this session:

- Broaden their perspective about developmentally appropriate common formative assessments.
- Learn how to accelerate student progress toward proficiency by creating targeted learning progressions that meet each student where they are and move them forward.
- Explore assessment techniques, tasks, and tools for team-developed assessments for academic content and social-emotional learning in early childhood.
- Use age-appropriate student goal setting and progress-monitoring tools to enhance learning for the whole child.

Cheyana Leiva

Guiding Coalitions: The Key to Effectively Implement a PLC

John P. Kotter states that failure is usually associated with underestimating the difficulties in producing change. Leaders cannot create systemic change on their own; they must have a team to support this change. A guiding coalition, composed of teacher leaders and administrators, is the key to building and sustaining the work of PLCs in schools. In this session, Cheyana Leiva gives participants the keys to creating and guiding the work of guiding coalitions.

Participants in this session:

- Build shared knowledge around the work of guiding coalitions.
- Learn characteristics of a strong guiding coalition member.
- Learn focused action steps to increase the effectiveness of PLC work through guiding coalitions.
- Determine what they celebrate.

Anthony Muhammad

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Anthony Muhammad explores the connection between personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for many years, but this session seeks to establish that the primary culprit in the fight to overcome the achievement gap is our thinking.

Participants can expect to:

- Understand the true meaning and value of school culture.

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

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.

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.
- Reflect on what monitoring and support looks like when they are an intentional learning leader.

Jeanne Spiller

Intentional, Courageous Leadership Starts With You!

Implementing and sustaining the PLC process requires intentional, focused, and courageous school, district, and teacher leaders who persist in ensuring students learn at high levels, rely on evidence to make decisions, and foster a trusting, collaborative environment. Participants in this session reflect on

their leadership habits and traits and learn strategies that help strengthen their leadership practices. This session is specifically designed for school leaders, but many of the concepts addressed either relate to or can be applied to educational leadership in general. This session is appropriate for school, district, and teacher leaders to attend as individuals or as school or district leadership teams.

Participants can expect to:
- Learn how to become more intentional and courageous in order to ensure high outcomes for students.
- Examine the power of vulnerability in fostering trust and courageous habits.
- Reflect and practice with tools, strategies, and resources for implementing focused daily leadership actions.

Eric Twadell

Grading and Reporting for Learning: The Five Stages of Evidence-Based Grading
Standards-based grading has often been cited as the "third rail of school reform." And yet, this is an important destination on the journey to becoming a PLC that embraces assessment and grading practices and supports student learning. This session provides participants with a roadmap for differentiating professional development for teachers and teams interested in implementing standards-based grading.

Participants in this session:
- Gain an appreciation for using a learning map to differentiate professional development.
- Explore challenges associated with traditional grading practices and reporting results.
- Learn how to structure professional development and a learning map for teachers and teams specifically focused on standards-based grading and reporting.
- Explore the five stages of evidence-based grading and reporting.

Mark Weichel

Building Your PLC Toolbox
PLC teams need to have a number of tools and resources at their disposal to improve instruction and learning. Mark Weichel provides materials to document PLC conversations, create common formative assessments and scoring methods, and use results to motivate students. Participants leave with a full toolbox to take back and immediately use in their schools and districts.

Session Descriptions—Day 3

Shawn Creswell

Hip, Hip, Hooray! Celebrate to Motivate!

Cue the music … "Celebrate good times, come on!" Need a dose of pure joy and want to learn how celebrating can motivate everyone—educators, students, and communities—in our school systems? This session focuses on the significant differences seen in districts and schools that make celebrations part of their culture. Celebrations are often overlooked and forgotten yet deserve our time and attention. District and campus leaders, guiding coalition members, or classroom teachers can all benefit from attending this session. Shawn Creswell provides ways to intentionally add celebrations to motivate and inspire educators and learners. He also offers practical ways to celebrate to motivate and leave with tools to let the celebrations begin!

Participants in this session can expect to:
- Learn why celebrations motivate and how to easily make this part of our culture.
- Gain tools to celebrate from small to grand in their districts, schools, and classrooms.
- Leave with a reminder about how focusing on the good motivates us all!

Scot Curran

Give Students Something to Talk About: Facilitating Discussion to Make Math Meaningful

If we want students to make sense of mathematics, we must give them ample opportunity to collectively share and refine their current understanding. Students recognize their role as a mathematician goes beyond just arriving at the correct answer when educators facilitate discussion effectively. This mathematical mindshift can increase student ownership and achievement.

In this session, Scot Curran shows participants how to :
- Gain shared clarity around the different responsibilities of teachers and students in a math classroom.
- Examine the roles of prompts, cues, and different question types.
- Develop strategies to increase student engagement using discussion.

Jacqueline Heller

TEAMS Transform Literacy Outcomes for Students in a PLC at Work

Reading proficiently lays the foundation for achievement in all aspects of learning. We must ensure a guaranteed and viable reading curriculum by identifying what is most essential from the seemingly unending scope of literacy learning, standards, and research. When teams build shared learning in how to identify, prioritize, and clarify essential learning targets, then align their assessment practices to

those literacy learning targets, they can better ensure high levels of literacy learning for every child, every day.

Participants in this session gain tools to help teams:
- Understand the TEAMS framework for guiding collaborative time to focus on student learning in literacy.
- Create learning targets and reading progressions from essential literacy standards.
- Use data to set, share, monitor, and celebrate student literacy goals.

Cheyana Leiva

The Invisible Fifth Question of a PLC

The PLC process leads teacher teams to answer these four critical questions:

1. What do we expect students to learn?
2. How will we know if they learn it?
3. How do we respond when students experience difficulties in learning?
4. How do we respond when students do learn?

Embedded in each of those questions is the question of *instruction*. How do teachers design their instruction to support the four questions? Teams must explicitly discuss instruction as they answer the four critical questions. In this session, Cheyana Leiva helps participants learn how to ensure teams address high-quality instructional practices while collaborating on these questions.

Participants can expect to:
- Build shared knowledge around how instruction is a key component of PLCs.
- Connect instructional practices to prevention, intervention, and acceleration.

Anthony Muhammad

Building Commitment and Overcoming Frustration on Your PLC Journey

Anthony Muhammad addresses two vital stages in creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and reluctance to change. He leads an exploration of theories linking school culture and student learning, and participants leave with practical strategies to transform the culture at their schools.

Learning targets include:
- Addressing counterproductive belief systems and forming a cohesive team of student advocates
- Analyzing and managing staff frustration
- Understanding the balance between support and accountability

Regina Stephens Owens

The Learning Professional: Coaching Competence, Not Compliance

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.

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 historical and research-based challenges women face 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.

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.

Eric Twadell

Using AI Tools to Facilitate Better Teaching and Learning

ChatGPT—one of the most valuable technology tools for teachers and learners—became widely available in fall 2022. Since then, artificial intelligence tools like ChatGPT have taken education by storm. Teachers are using these tools to create new content, differentiate their instruction, identify strategies for teaching and reteaching concepts to their students, and work more efficiently and effectively. Just as importantly, high school students are using these tools to improve their understanding of complex ideas, identify new paths of learning in their areas of personal interest, and receive targeted feedback on their work products. Because AI tools are changing how we work and learn, classroom teachers must reflect on their potential and understand their limitations.

Participants in this session can expect to:
- Understand what artificial intelligence is and how it works.
- Discuss both the potential and limitations of artificial intelligence tools.
- Examine how teachers can use artificial intelligence tools to facilitate meaningful learning experiences.

Mark Weichel

What's Next? Monthly Extensions to Challenge Proficient Students in a PLC (The Question Four Session)

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 the students who already know the material. In this session, participants learn all about question four of the PLC process and gain strategies, protocols, and tools that can be incorporated into future units of study.

KEYNOTE

Jeanne Spiller

Embrace the Power of Clarity, Conviction, and Courage to Build a Strong and Empowered Professional Learning Community

Implementation of the concepts and strategies covered in this institute is on the horizon. The research and success stories are clear; this work makes a difference for educators and, most importantly, for students. It is time to either enhance the work that is already happening in your school or district or get things started. Either way, it is vital that there is clarity regarding the what and why of the professional learning communities work, that there are strong convictions in the beliefs and values that guide this work, and that there are individuals who have the courage to take action no matter the obstacles. In this keynote, Jeanne Spiller addresses the importance of clarity, conviction, and courage in successful and sustained implementation of the professional learning communities work, and provides strategies and ideas to unleash their power!