

Agenda

Sacramento, CA • July 17–19, 2024

Wednesday, July 17

6:30–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Mike Mattos <i>Proven, Practical, and Doable: Making the Case for PLCs at Work</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 2–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Keynote —Tom Schimmer <i>Assessment Is the Engine!</i>	
	Panel Discussion —Presenters answer your most pressing questions.	

Thursday, July 18

7:00–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Luis F. Cruz <i>Let's Get Deeper: Understanding the Difference Between Becoming a PLC and Engaging in the PLC Process</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 2–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time —Presenters aid in your collaborative team discussions.	

Friday, July 19

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

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Tuesday, June 11		Wednesday, June 12		Thursday, June 13
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Luis F. Cruz					
Task Forces: Collectively Using PLC Characteristics to Serve Underperforming Student Cohorts	X				
When the Staff Says No to PLCs: Dealing With Resistance to the PLC Process in Your School or District		X			
English Learners and PLCs			X		
Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn				X	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					X
Wendy Custable					
Embedding Social-Emotional Learning Skills Into Instructional Practices	X			X	
What About Me? Singletons and Collaboration in a PLC		X			
High-Performing Professional Learning Communities for Career and Technical Education and Other Elective Programs			X		X
Jason Hillman					
A PLC Journey: How a School Transformed Into an Award-Winning Model PLC School	X				
What You Do Matters! Taking Charge of Your School's Culture		X		X	
Don't Get Stuck! Getting the Most Out of Collaborative Team Meetings			X		X
Timothy D. Kanold					
Your Physical and Mental Wellness: Thriving at Work and at Home!	X				
Leading the PLC Life: Eliminating Barriers by Teaching the Loose-Tight Culture!		X			

Presenters & Titles	Tuesday, June 11		Wednesday, June 12		Thursday, June 13
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Your PreK–12 PLC Mathematics Focus: Instruction and Tasks!			X		
Mindfulness, Trust, and Relationship-Building Routines: Strategies for Living the PLC Life!				X	
Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!					X
Jill Lizier					
Leading With Purpose: Team Leaders Are Essential to School Culture and Progress	X		X		
Finding Your Entry Point With the Four Critical Questions of a PLC		X			X
Supporting <i>All</i> Students: Creating Launch Points for Collaboration Between General and Special Educators				X	
Paula Maeker					
Deconstruct to Reconstruct: Establishing Collective Expertise, Clarity, and Agility Around Essential Learning Outcomes	X				
What Matters Most: Collectively Establishing Essential Literacy Outcomes		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Gaining Ground: A Method and Model for Accelerating Essential Learning				X	
The Story of Where We Go Next: Teams Assessing Essential Literacy Outcomes					X
Mike Mattos					
Are We a Group or a Team?	X				
Taking Action: How to Create a Highly Effective, Multitiered System of Supports		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors				X	

Presenters & Titles	Tuesday, June 11		Wednesday, June 12		Thursday, June 13
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					X
Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	X				X
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		X		X	
Elementary ELA Strategies to Keep Your Students on Track			X		
Regina Stephens Owens					
The <i>Why</i> 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	
Sarah Stobaugh					
How to Move Your Teams From Just Talking About the Data to Actually Doing Something About It	X				X
Addressing Questions Three and Four During Tier One: Responding to the Learning During Instruction		X		X	
How Great Leaders Provide Support and Accountability While Building a Strong Culture in a PLC at Work			X		

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Session Descriptions—Day 1

MORNING KEYNOTE

Mike Mattos

Proven, Practical, and Doable: Making the Case for PLCs at Work

As a profession, we are facing unprecedented times. Never in our history has success in K–12 education been more vital to every child’s success, and never have educators faced such daunting challenges amplified by a global pandemic and social strife. How we, as educators, respond to these realities will have a profound impact for generations. In this keynote, Mike Mattos makes the case that our best hope to overcome these obstacles and ensure all our students succeed is to become a true professional learning community. Participants learn the guiding principles and essential actions of the PLC at Work process, assess their progress, and consider next steps in their PLC journey.

MORNING BREAKOUT SESSIONS

Luis F. Cruz

Task Forces: Collectively Using PLC Characteristics to Serve Underperforming Student Cohorts

A strong and focused PLC ensures high levels of learning for all students. To achieve this goal, PLCs acknowledge that achievement gaps result when traditional school systems don’t give historically marginalized students the opportunity to learn. Task forces assemble teams of educators to confront systemic barriers that hinder English learners, students with individual education plans, and economically disadvantaged students, to name a few disenfranchised student cohorts. Luis F. Cruz shares how task forces redesign systems in seven steps to ensure all students learn at high levels, including those traditionally excluded from optimal opportunities.

Participants in this session learn:

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

Wendy Custable

Embedding Social-Emotional Learning Skills Into Instructional Practices

In many schools, social-emotional learning (SEL) skills are either taught as standalone events or not formally addressed at all. However, SEL skills and academic curriculum should go hand-in-hand with research showing that SEL learning and interventions can increase student academic performance. In this session, Wendy Custable provides ideas and instructional strategies for authentically embedding SEL skill development into classroom instruction.

Jason Hillman

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

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

Participants in this session can expect to:

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

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 find themselves (re)invigorated, (re)inspired, and (re)connected to the benefits of a sustainable and thriving home and work life.

Participants can expect to:

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

Jill Lizier

Leading With Purpose: Team Leaders Are Essential to School Culture and Progress

How do we support educators who are overwhelmed with the amount of work to be done? As schools move to provide more time for educators to collaborate, common problems can occur when there is a lack of understanding or direction. Collaborative teams can get stuck with too much to do or not find

the benefit in what they do. Team leaders are vital in the connection between a school system's guiding coalition and leading collaborative teamwork. In this session, Jill Lizier identifies specific roadblocks teams may encounter and ways to prevent or navigate through them.

Participants in this session can expect to:

- Understand the connection between a guiding coalition and collaborative teams.
- Gain clarity on leadership's role in supporting team leaders and collaborative teams within a school.
- Practice specific coaching strategies to increase team leader effectiveness.

Paula Maeker

Deconstruct to Reconstruct: Establishing Collective Expertise, Clarity, and Agility Around Essential Learning Outcomes

The teaching-learning feedback loop begins with articulating what every student must know and be able to do. The process of identifying what students must learn starts with identifying what standards are most essential and developing a plan of action to guarantee mastery for every student. Teams that dive deeply into the work of identifying, prioritizing, and deconstructing essential learning targets have a greater understanding of how to ensure all students are learning at high levels and respond immediately and effectively when students do not.

Participants can expect to:

- Identify the criteria for establishing essential learning targets.
- Prioritize and pace essential learning outcomes.
- Create "I can" statements, success criteria, and coaching questions to lead students through the learning progression of essential learning targets.
- Examine tools and protocols to support the right work of teams.
- Build shared knowledge in designing focused instruction and intervention.

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

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

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.

Sarah Stobaugh

How to Move Your Teams From Just Talking About the Data to Actually Doing Something About It

How many times have we sat through data talks and left without a plan? We know how to analyze data, but we don't know how to take action. Participants in this session examine specific ways to move from analyzing to action when responding to questions three and four of the PLC process.

Outcomes for this session include:

- Determining which data teams should address to ensure they move to action
- Learning reflective questions and protocols to help teams determine next steps
- Building trust to ensure open dialogue and reflection around the data

AFTERNOON BREAKOUT SESSIONS

Luis F. Cruz

When the Staff Says No to PLCs: Dealing With Resistance to the PLC Process in Your School or District

The most challenging aspect of implementing PLCs is not the work but instilling within the members of the staff an intrinsic commitment to do the work. Every school seeking to implement PLCs with depth and duration experiences resistance to its implementation. How do leaders (not just administrators) confront resistance in a tactful and intentional manner? Are there forms of resistance that must be addressed differently? Join Luis F. Cruz as he uses findings from his best-selling co-authored book with Anthony Muhammad, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (Solution Tree, 2019) to teach participants how best to take a proactive and reactive stance to resistance by staff when implementing PLCs.

Participants in this session learn how:

- To differentiate between rational and irrational forms of staff resistance
- Teachers and administrators work together to support and hold the staff accountable when implementing the PLC process
- To establish a culture of accountability and initiate direct accountability when needed

Wendy Custable

What About Me? Singletons and Collaboration in a PLC

In this session, Wendy Custable explores the roadblocks, benefits, and how-to's of collaborating in diverse and blended curricular teams to address the uniqueness of being the only teacher of a course or program.

Jason Hillman

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

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

Learning outcomes from this session include:

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

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 action for improved student achievement.
- Consider radical and ongoing celebration as the antidote to a PLC culture of continuous improvement.

Jill Lizier

Finding Your Entry Point With the Four Critical Questions of a PLC

Grade-level, content-alike, and job-alike collaborative teams can all connect and impact student learning using the four critical questions of a PLC: 1) What is it we want our students to know and be able to do? 2) How will we know if each student has learned it? 3) How will we respond when some students do not learn it? and 4) How will we extend the learning for students who have demonstrated proficiency?

Jill Lizier uses these questions to provide concrete examples of different collaborative team compositions. Jill also guides participants through scenarios where teams can use the four critical questions to make a positive impact on student performance.

Participants in this session can expect to:

- Understand the roles that different collaborative teams can play within a school system.
- Gain shared clarity around the four critical questions of a PLC.
- Identify an entry point for any collaborative team to increase student learning using the four critical questions.

Paula Maeker

What Matters Most: Collectively Establishing Essential Literacy Outcomes

Literacy is at the center of learning. Without students developing strong skills in reading, writing, and oral language, the learning gap widens exponentially. A PLC at Work asks teams to collectively articulate what every student must know and be able to do. This becomes particularly complicated when teams try to tackle identifying what is essential from the seemingly unending scope of literacy learning and standards. In this session, Paula Maeker guides collaborative teams in learning how to identify, prioritize, and clarify essential learning targets in literacy and create a powerful, actionable response that accelerates literacy learning for every child, every day.

Participants can expect to:

- Develop a framework for establishing essential literacy standards.
- Build shared expertise in the power of deconstructing essential literacy learning into targets and goals.
- Explore tools and strategies to guide collaborative literacy teams through the four critical questions of a PLC at Work.

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

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 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.

Sarah Stobaugh

Addressing Questions Three and Four During Tier One: Responding to the Learning During Instruction

We should not wait until after the test to determine how we will respond to students who have and have not mastered the essential learning. What are specific steps and questions we should be asking during the planning process to ensure we are responding to the learning *during* the lesson and not just *after* the assessment? Participants in this session learn specific ways to structure their instruction to allow for quicker response time and intervention *before* the assessment.

Participants in this session learn:

- How to maximize instructional time by using planning time more effectively
- Ways to structure lessons to observe student learning and respond in a timely manner
- Examples of effective learning activities that provide quick data to address misconceptions during instruction

AFTERNOON KEYNOTE

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.

Session Descriptions—Day 2

KEYNOTE

Luis F. Cruz

Let's Get Deeper: Understanding the Difference Between Becoming a PLC and Engaging in the PLC Process

Like professionals in other fields, school educators embrace a set of research-based best practices to achieve desired outcomes. The goal for professional educators is to work collaboratively to ensure all students learn at high levels. To accomplish this goal, adult behaviors need to shift away from those found in a traditional school system to those aligned with becoming a professional learning community. Join Luis F. Cruz as he incorporates his experience as a former site principal at the elementary, middle, and high school levels and his rich knowledge of the PLC process to demonstrate the five core adult behaviors needed to ensure high levels of learning for all students. Learn how Dr. Cruz incorporates the analogy of five vessels to communicate the difference between PLC lite and PLC right!

MORNING BREAKOUT SESSIONS

Luis F. Cruz

English Learners and PLCs

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

Participants in this session learn:

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

Wendy Custable

High-Performing Professional Learning Communities for Career and Technical Education and Other Elective Programs

Wendy Custable designed this hands-on session to support career and technical education and identify elective and singleton educators' goals, team processes, and action steps that will enable them to be high-performing professional learning communities.

Jason Hillman

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

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

Participants in this session can expect to:

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

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 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 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.

Jill Lizier

Leading With Purpose: Team Leaders Are Essential to School Culture and Progress

How do we support educators who are overwhelmed with the amount of work to be done? As schools move to provide more time for educators to collaborate, common problems can occur when there is a lack of understanding or direction. Collaborative teams can get stuck with too much to do or not find

the benefit in what they do. Team leaders are vital in the connection between a school system's guiding coalition and leading collaborative teamwork. In this session, Jill Lizier identifies specific roadblocks teams may encounter and ways to prevent or navigate through them.

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- Practice specific coaching strategies to increase team leader effectiveness.

Paula Maeker

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.

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. 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.

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

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.

Sarah Stobaugh

How Great Leaders Provide Support and Accountability While Building a Strong Culture in a PLC at Work

Have you struggled with how to push teams forward while leading the school through the PLC process? How do we support teams that are ready to become high functioning while others are still struggling to work together? In this session, Sarah Stobaugh helps teams find the balance between providing support and moving into accountability. Participants examine a principal's approach to move a school from working in isolation to becoming a Model PLC at Work school through the lens of the four critical questions for adult learners.

The session examines:

- The importance of building clear collective commitments
- How to utilize the four critical questions to address adult learners
- The power of the guiding coalition to build capacity
- Tools to utilize to organize the work of the plc process for leaders

AFTERNOON BREAKOUT SESSIONS

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

Wendy Custable

Embedding Social-Emotional Learning Skills Into Instructional Practices

In many schools, social-emotional learning (SEL) skills are either taught as standalone events or not formally addressed at all. However, SEL skills and academic curriculum should go hand-in-hand with research showing that SEL learning and interventions can increase student academic performance. In this session, Wendy Custable provides ideas and instructional strategies for authentically embedding SEL skill development into classroom instruction.

Jason Hillman

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

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

Learning outcomes from this session include:

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

Timothy D. Kanold

Mindfulness, Trust, and Relationship-Building Routines: Strategies for Living the PLC Life!

The PLC at Work story is a positive relationship story of learning how to effectively respond to daily emotions and events. How do you intentionally become the type of person others will want to be with in community? How do you respond emotionally and socially to experiences of adversity and triumph? Creating and sharing new knowledge with others is at the heart of the PLC life. Educators must emotionally and socially adapt, shift, alter, adjust, and subsequently thrive.

In this active and inspiring session, Timothy D. Kanold reminds participants how their daily positive emotional and social presence directly impacts their relationship and trust-building actions with others. Dr. Kanold highlights mindfulness, trust-building routines, and relationship-building routines from the Wellness Solutions for Educators™ framework and provides strategies for improving trust, relational intelligence, and emotional regulation while decreasing stress and anxiety.

Participants can expect to:

- Embrace the emotional wellness routine of *mindfulness* to build atomic habits that stick.
- Understand how to use the social wellness routines of *trust* and *relationships* to develop friendships and effectively collaborate with others.
- Discover ways to improve emotional and relational intelligence.
- Consider how their daily work life feeds into their greater purpose as educators.

Jill Lizier

Supporting All Students: Creating Launch Points for Collaboration Between General and Special Educators

As schools embrace the importance of educator collaboration, there is a recognized need for special education and general education teachers to work together. The Oxford Dictionary defines collaboration as “the action of working with someone to produce or create something.”

Participants in this session learn high-impact processes that special and general educators accomplish together that increase student learning outcomes. This session uses resources from *Yes We Can!* (Solution Tree, 2016) by Heather Frizellie, Julie A. Schmidt, and Jeanne Spiller.

Participants in this session can expect to:

- Learn how school system leaders can support their general and special educators in collaboration.
- Understand the importance and process of defining power standards as a collaborative team.
- Gain clarity on the connection between power standards and IEP goals.

Paula Maeker

Gaining Ground: A Method and Model for Accelerating Essential Learning

How is it possible to ensure all students learn at high levels when our scholars continue to advance from grade level to grade level with significant gaps in learning? It's not only possible, it's probable if we rethink our approach to teaching and learning and design a systematic response that relentlessly focuses on accelerating what matters most. Teacher teams must become architects of intentional outcomes that focus on identifying essential outcomes that embed prerequisite learning into grade-level proficiency and beyond. Paula Maeker supports teams in developing a method and model of prevention, intervention, and acceleration that leads to impactful gains in student achievement.

Mike Mattos

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

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

Participants can expect to:

- Learn how the entire school—the entire PLC—must work together to teach essential behaviors.
- Apply the four critical questions of the PLC at Work process to identify, teach, assess, and intervene around essential behaviors.
- Consider systematic, tiered supports to target behavior interventions.

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

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.

Sarah Stobaugh

Addressing Questions Three and Four During Tier One: Responding to the Learning During Instruction

We should not wait until after the test to determine how we will respond to students who have and have not mastered the essential learning. What are specific steps and questions we should be asking during the planning process to ensure we are responding to the learning *during* the lesson and not just *after* the assessment? Participants in this session learn specific ways to structure their instruction to allow for quicker response time and intervention *before* the assessment.

Participants in this session learn:

- How to maximize instructional time by using planning time more effectively
- Ways to structure lessons to observe student learning and respond in a timely manner
- Examples of effective learning activities that provide quick data to address misconceptions during instruction

Session Descriptions—Day 3

BREAKOUT SESSIONS

Luis F. Cruz

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

As educators initiate the PLC process, they need practical tools to begin and enhance the journey. However, educators might discover that their staff needs convincing when it comes to embracing and implementing PLC at Work. Luis F. Cruz shares resources, movie clips, and a powerful activity to convince administrative and teacher leaders why implementation of the PLC process must become and continue to be a priority.

Participants in this session learn:

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

Wendy Custable

High-Performing Professional Learning Communities for Career and Technical Education and Other Elective Programs

Wendy Custable designed this hands-on session to support career and technical education and identify elective and singleton educators' goals, team processes, and action steps that will enable them to be high-performing professional learning communities.

Jason Hillman

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

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

Participants in this session can expect to:

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

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 how to maintain high positive daily energy and joy as they ruthlessly eliminate the hurry from their life 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 leave feeling the power and impact 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 professional and personal life.

Jill Lizier

Finding Your Entry Point With the Four Critical Questions of a PLC

Grade-level, content-alike, and job-alike collaborative teams can all connect and impact student learning using the four critical questions of a PLC: 1) What is it we want our students to know and be able to do? 2) How will we know if each student has learned it? 3) How will we respond when some students do not learn it? and 4) How will we extend the learning for students who have demonstrated proficiency?

Jill Lizier uses these questions to provide concrete examples of different collaborative team compositions. Jill also guides participants through scenarios where teams can use the four critical questions to make a positive impact on student performance.

Participants in this session can expect to:

- Understand the roles that different collaborative teams can play within a school system.
- Gain shared clarity around the four critical questions of a PLC.
- Identify an entry point for any collaborative team to increase student learning using the four critical questions.

Paula Maeker

The Story of Where We Go Next: Teams Assessing Essential Literacy Outcomes

There is no learning without feedback. Effective collaborative literacy teams embrace assessment as the catalyst for teaching and learning. In order to create a culture of learning for all, literacy teams must shift from the traditional assessment mindset that values data as evaluation to one that embraces data as information. When teams embrace assessment as information in a thoughtful and responsive way, they achieve more than students learning at high levels—they become masters of their craft.

In this session, teams learn how to create focused and purposeful assessment literacy practices that:

- Provide quality feedback opportunities for students to reach proficiency in essential literacy outcomes.
- Support teams in gaining insights and next steps in instructional practices
- Create intentional and actionable responses by student, standard, strength, and need.

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

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

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.

Sarah Stobaugh

How to Move Your Teams From Just Talking About the Data to Actually Doing Something About It

How many times have we sat through data talks and left without a plan? We know how to analyze data, but we don't know how to take action. Participants in this session examine specific ways to move from analyzing to action when responding to questions three and four of the PLC process.

Outcomes for this session include:

- Determining which data teams should address to ensure they move to action
- Learning reflective questions and protocols to help teams determine next steps
- Building trust to ensure open dialogue and reflection around the data

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 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