

Monday, July 29

6:30–7:50 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
7:50–9:45 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 3–7.
11:30 a.m.–12:30 p.m.	Lunch (provided)	
12:30–2:00 p.m.	Breakout Sessions	See pages 3–7.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Keynote —Cassandra Erkens <i>Improving Student Agency in a PLC Setting</i>	
	Panel Discussion —Presenters answer your most pressing questions.	
4:00–5:30 p.m.	Reception	

Tuesday, July 30

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

Wednesday, July 31

7:00–8:00 a.m.	Continental Breakfast	Rooms/Locations TBD
8:00–9:30 a.m.	Breakout Sessions	See pages 3–7.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —Eric Twadell <i>Beyond PLC Lite: Digging Deeper Into the Three Big Ideas of a Professional Learning Community at Work</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Monday, July 29		Tuesday, July 30		Wednesday, July 31
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Kristen Bordonaro					
Universal Design for Learning, Differentiation, Intervention, and Specially Designed Instruction: Meeting the Individual Needs of All Learners	X				
Yes We Can! Inclusive Environments Where <i>All</i> Students Learn!		X			
IEPs in a PLC: Utilizing the Four Questions to Create a Collaborative IEP			X		X
Teaming: Independent, Codependent, or <i>Interdependent</i>				X	
Tim Brown					
Building a Commitment to Learning in Students	X				
How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team		X		X	
Developing Shared Leadership: Forming Your Guiding Coalition			X		
Grading: The Good, the Bad, and the Ugly					X
Daniel Cohan					
Essential Standards and Learning Targets: Unpacking PLC Critical Question One	X				
PLC Continuous Improvement: Tools and Techniques to Keep Your PLC Moving Forward		X			X
Two Steps Forward, One Step Back: Coaching Your PLC Through Resistance, Challenges, and Setbacks			X		
Teams in a PLC: Essential Structures and Responsibilities				X	

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	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Luis F. Cruz					
Task Forces: Collectively Using PLC Characteristics to Serve Underperforming Student Cohorts	X				
Embracing the Five Vessels: Do We Have the Right Climate <i>and</i> Culture to Become a High-Functioning PLC?		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
Cassandra Erkens					
Instructional Agility Through Collaboration	X		X		
Creating and Sustaining Healthy and Productive Teams		X			X
Collaborative Common Assessments				X	
Aaron Hansen					
Heroes Within: A PLC Framework for Empowering Students to Own Their Learning Journey Through Hope, Self-Efficacy, and Motivation	X			X	
How to Develop PLCs for Singletons and Small Schools		X			
Owning Their Learning: Rethinking Students' Role in Intervention and Extension			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			
Your PreK–12 PLC Mathematics Focus: Instruction and Tasks!			X		

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	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
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
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 Elementary Schools			X		
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools				X	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					X
Anthony Muhammad					
Collaboration Is a Lifestyle, Not a Meeting!	X				
Transforming School Culture: New Insights		X			
From PLC <i>Lite</i> to PLC <i>Right</i> !			X		
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change				X	
Building Commitment and Overcoming Frustration on Your PLC Journey					X
Rebecca Nicolas					
Activity or Productivity? What Product Monitoring Reveals About Teacher Teams	X			X	
Team Dysfunction? A Leadership Rx		X			X
High Needs, High Impact: Systems That Support Students in Priority Schools			X		

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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	
Joshua Ray					
When the Going Gets Tough: How to Diagnose and Navigate Resistance to Change	X				
How Much Is Too Much? Saving Educational Leaders From Ourselves		X		X	
What Great Teams Do Differently			X		
Eating the PLC Elephant: Practical Steps to Make Our New Learning Come to Life					X
Tesha Ferriby Thomas					
Hot HITS for PLC Success: Unleashing High-Impact Teaching Strategies	X			X	
Navigating the Yellow Brick Road: A Journey Toward Successful PLCs		X			X
Cultivating Excellence: Leadership Moves to Amplify Team Success			X		
Eric Twadell					
Social and Emotional Learning in a PLC at Work	X				
Using AI Tools to Facilitate Better Teaching and Learning		X			
Leadership Matters: Four Essential Conversations for District, School, and Team Leaders			X		
Grading and Reporting for Learning: The Five Stages of Evidence-Based Grading				X	

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Through New Eyes: Examining the Culture of Your School					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

Kristen Bordonaro

Universal Design for Learning, Differentiation, Intervention, and Specially Designed Instruction: Meeting the Individual Needs of All Learners

Within our schools, we often say and want to believe *all means all*. However, our classroom instruction may not always demonstrate high levels of learning for all students. Our teachers want to meet the needs of students and provide learning opportunities; however, planning for each student can quickly become overwhelming. Through understanding the differences of universal design for learning (UDL), differentiation, intervention, and specially designed instruction (SDI), Kristin Bordonaro builds an instructional planning framework for teachers to be able to truly design to the edges of instruction and provide for high expectations of learning for all students.

Participants in this session can expect to:

- Understand the differences between UDL, differentiation, intervention, and specially designed instruction.
- Identify key areas to begin differentiating in the classroom.
- Systematically create learning spaces that are designed to the edges of learning.

Tim Brown

Building a Commitment to Learning in Students

The educators in a learning-centered school deliberately identify strategies for building and communicating high expectations with their students. The importance of this is reinforced by Anthony Muhammad’s research for his book, *Transforming School Culture: How to Overcome Staff Division* (2017). Muhammad discovered that students will learn more and be more successful in an environment where all educators believe they can learn at high levels, and those educators work together to convince the students they can achieve lofty academic goals teachers set for them.

This session is designed to engage the audience in a thoughtful examination and exploration of four practical and proven strategies that engage students in building a commitment to learning.

Participants can expect to:

- Understand the importance of regularly communicating high expectations to students to develop a culture of learning throughout the school.
- Gain effective learning strategies to communicate and establish a learning-centered classroom culture.
- Recognize the important role celebrations play in reinforcing and sustaining a focus on learning for all.
- Explore various strategies for engaging students in goal setting to take greater ownership of their learning.

Daniel Cohan

Essential Standards and Learning Targets: Unpacking PLC Critical Question One

Do your teams struggle with the process of identifying essentials, unpacking them into learning targets, and using these to design assessments and interventions for students? Are you confused with how the four critical questions of a PLC flow from one to the other and how this translates into the work of teacher teams? If so, Daniel Cohan provides clarity on how question one—What is it we want students to know and be able to do?—leads to answering questions two, three, and four: How will we know if they've learned it and how to provide interventions or extensions to students?

In this interactive session, attendees learn the interconnected steps of PLC question one and understand how these steps lead to effective and rigorous assessments. From there, participants practice a data analysis process that identifies students by learning target to provide more effective interventions. They also review strategies, tools, and resources to use with their school or district.

Participants in this session:

- Establish a clear understanding of a guaranteed and viable curriculum.
- Unpack the components of PLC question one: What is it we want students to know and be able to do?
- Learn how standards, targets, rigor, and DOK lead to effective assessment design and data analysis.
- Practice with the process of moving from assessment to data analysis to interventions.

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*

Cassandra Erkens

Instructional Agility Through Collaboration

The best way for teachers to get to instructional agility in their individual classrooms is to stand on the shoulders of their team's collaborative efforts. When teams collaborate to prioritize and unpack standards, clarify criteria for quality, identify learning progressions and learning targets, determine appropriate levels of rigor, and collectively analyze error, individual team members become powerful and efficacious. This session explores the team tools and processes required to help individual teachers be precise, yet flexible, in their instructional efforts.

Outcomes from this session include:

- Defining *instructional agility*
- Exploring team tools and processes required for individual precision
- Identifying strategies to support individual flexibility when functioning in a collaborative team

Aaron Hansen

Heroes Within: A PLC Framework for Empowering Students to Own Their Learning Journey Through Hope, Self-Efficacy, and Motivation

All too often, students sit passively in compliance doing assignments, but they aren't really *learning* what is intended. Others refuse to even try. Participants learn how to shift students' mindsets from one of compliance, apathy, and even victimization, to a story of hope where they are the hero! It's a new story where students have the courage to try, face failure, and try again. It's also a new story for teachers and leaders. It's a story of renewed fulfillment, purpose, and excitement for their work as they use the seven-step framework for helping students develop self-efficacy and motivation.

Participants can expect to:

- Learn how to use the seven-step framework for helping students take ownership, set goals, develop the courage to try, self-assess and track their progress, course correct, engage in metacognition, and create a vision for the future, all to cultivate a strong sense of self-efficacy.
- Understand why the PLC process is the foundation that makes new stories possible about themselves and school.
- Become re-inspired and re-committed to making a difference!

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.

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.

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

Rebecca Nicolas

Activity or Productivity? What Product Monitoring Reveals About Teacher Teams

Monitoring agendas can help leadership teams understand their activities, but monitoring productivity allows school leadership to better understand the teachers' work associated with each of the four critical questions. In this session, participants examine the questions and the products associated with them. Administrators and teachers learn about a simple data collection tool that helps leaders and teacher teams audit their productivity and ensures that teams are progressing appropriately through each of the four critical questions.

Outcomes from this session include:

- Understanding the difference between activity- and productivity-focused teams
- Exploring the products that reflect a team's focus on each of the four PLC critical questions
- Acquiring a data collection tool to monitor team productivity over time

Regina Stephens Owens

The *Why* Effect: Intentional Systems Drive Inspirational Cultures

Organizational purpose, collective beliefs, and commitments affect building systems at all levels. How can we ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. Regina Stephens Owens shares strategies to move cultures from an attitude of compliance, coercion, and fear to one that is respectful, responsive, and reflective.

Participants can expect to:

- Promote high standards of achievement for all.
- Create a collective, rather than individual, leadership focus.

- Design and sustain a values-driven culture that is evidenced by trust, transparency, reflection, and responsiveness.

Joshua Ray

When the Going Gets Tough: How to Diagnose and Navigate Resistance to Change

Let's face it, resistance is painful and often feels personal. However, just like the learning needs of our students, professional resistance can be predicted, diagnosed, and respectfully addressed for the benefit of everyone. This session focuses on how to go from ignoring your "cranky folk" to understanding and adjusting resistant behaviors as a team.

Participants in this session:

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

Tesha Ferriby Thomas

Hot HITS for PLC Success: Unleashing High-Impact Teaching Strategies

Join Tesha Ferriby Thomas as she unveils high-impact teaching strategies (HITS) that enhance student learning. Delve into the groundbreaking research of Marzano and Hattie and explore instructional strategies that have been proven to significantly elevate educational outcomes.

Participants can expect to:

- Explore the realm of high-impact teaching strategies (HITS) and their direct correlation to the four critical questions of a PLC.
- Immerse themselves in engaging, hands-on activities designed to deepen their comprehension of these impactful strategies.
- Strategically identify and plan their next steps for seamless implementation of HITS in their classroom.

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.

AFTERNOON BREAKOUT SESSIONS

Kristen Bordonaro

Yes We Can! Inclusive Environments Where *All* Students Learn!

Students who receive special education services can demonstrate the highest levels of success when high expectations are set by their teams. Even with the highest expectations, students must have the support of collaborative teams that have a clear understanding of what is needed. It can be overwhelming for general education and special education teachers to create a framework for student success and to know where to start. Participants learn how to act as content specialists and instructional strategists to meet the needs of *all* students.

Participants in this session can expect to:

- Understand the roles of the content strategist and instructional strategist.
- Implement collaborative strategies to increase communication between general education and special education.
- Collect data to determine if the student’s plan is working effectively and efficiently.

Tim Brown

How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team

Many students struggle in school because they lack the dispositions associated with high self-efficacy. Studies show that self-efficacy is one of the most significant factors in student motivation and engagement and that educators are the key contributor to a student’s academic self-efficacy. Participants in this session examine how the four questions of collaborative teams, when done well, positively influence a student’s efficacy judgment.

Participants can expect to:

- Clarify and delineate the dispositions that we want to develop in our students to ensure greater success.
- Learn about the four keys and five essential actions that influence a student’s efficacy judgment.
- Understand how the four questions of collaborative teams influence a student’s efficacy judgment.
- Explore products and processes that collaborative teams are developing and using to positively influence their students’ efficacy judgments.

Daniel Cohan

PLC Continuous Improvement: Tools and Techniques to Keep Your PLC Moving Forward

Are you asking these questions about your PLC and collaborative teams: Why isn't our PLC showing results? Why aren't our collaborative teams more effective? Why are we stuck? How do we set and monitor short- and long-term PLC implementation goals?

School and district improvement plans have long existed, but are they effective? Impactful? Connected to the daily work? Improvement plans can be a powerful tool, but they must be clear, aligned to the everyday work, and progress monitored. Professional learning communities are a continuous improvement process, but we must define, model, and monitor what is "loose" and what is "tight." Progress monitoring your collaborative teams and schoolwide PLC implementations are essential for continuous improvement along the PLC journey.

In this interactive session, attendees learn how to progress monitor their PLC to keep moving forward and explore how and why progress monitoring plans are an essential component of continuous improvement. Daniel Cohan reviews common obstacles and solutions to use with your school or district.

Participants in this session:

- Establish their PLC current reality.
- Learn how to effectively progress monitor what is loose and what is tight.
- Practice with PLC progress monitoring plans.
- Explore common obstacles and discuss strategies to keep moving forward.
- Celebrate short-term wins along the journey.

Luis F. Cruz

Embracing the Five Vessels: Do We Have the Right Climate *and* Culture to Become a High-Functioning PLC?

If a school or district is committed to becoming a professional learning community, then adult behaviors need to shift away from those found in a traditional school system. What behaviors are those found within the context of a PLC? What are five main behaviors that need to be embraced for successful transformation to a PLC? Join Luis F. Cruz as he explains what Rick DuFour called the five non-negotiables schools must embrace to become PLC right and avoid becoming PLC lite.

Dr. Cruz shows participants:

- The specific adult behaviors needed to change to become a PLC
- The five big behaviors that shift all necessary adult behaviors to become a PLC
- The difference between becoming a PLC and embracing the PLC process

Cassandra Erkens

Creating and Sustaining Healthy and Productive Teams

While the concept of teaming implies working smarter, the truth of collaboration sometimes feels like working harder. The work of collaboration requires that teams not only be productive, but also healthy. Effective leaders must monitor both in their teams. In addition, they must be willing to provide team leaders with the necessary supports to manage emotion and become self-sufficient.

Participants in this session:

- Examine the characteristics of healthy, productive teams.
- Identify tools and protocols to successfully monitor collaboration.
- Explore strategies, skills, and guidelines to safely and directly address conflict.

Aaron Hansen

How to Develop PLCs for Singletons and Small Schools

PLC concepts resonate with most educators, but making collaborative learning work in small schools or for singleton teachers can be challenging. Participants explore five models for creating meaningful professional learning teams: 1) changing schedules to allow teachers to teach the same subjects, 2) vertical teaming, 3) cross-curricular teaming, 4) supporting roles, and 5) using electronic tools to pair teachers with peers in the same subject area.

Outcomes for this session include:

- Discussing common structural barriers that prevent singletons from joining collaborative teams and learning how others have overcome those challenges
- Gaining the understanding necessary to develop an action plan to incorporate singletons into the PLC process

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.

Mike Mattos

Taking Action: How to Create a Highly Effective, Multitiered System of Supports

Due to the COVID-19 pandemic, educators face an unprecedented challenge: how to close the learning gaps created by months of school closures and uneven access to learning opportunities. In this breakout, Mike Mattos discusses specific steps that schools can take to create a highly effective, multitiered system of supports to target learning gaps and show how the PLC at Work process creates the larger, schoolwide framework required to successfully intervene.

Participants in this session:

- Gain an understanding of the guiding principles behind a multitiered system of interventions.
- Learn the essential actions that collaborative teams must complete at Tier 1 to effectively respond when students don't learn.
- Explore how to target preventions, interventions, extension, and remediation.
- Prioritize resources to best meet student needs.

Anthony Muhammad

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

Rebecca Nicolas

Team Dysfunction? A Leadership Rx

While there is no panacea when things go wrong in a professional learning community—and plenty of ways to go wrong in attempting to “fix” a struggling team—data delivers the mandate for teachers to begin the process in earnest. When meaningful data drives teacher work, a truly collaborative team can realize its greatest potential. Participants in this session learn about the tempting solutions that many teams sample before arriving at the linchpin of the PLC: common formative assessments.

Outcomes from this session include:

- Diagnosing the myriad ways in which teams engage in “PLC lite”
- Exploring the temptations of the “easy fix” for dysfunctional teams
- Understanding the critical ways in which common data can move teams forward

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.

Joshua Ray

How Much Is Too Much? Saving Educational Leaders From Ourselves

Our profession is in the midst of unprecedented learning loss, a frightening teacher shortage, and increasingly complex student needs. Yet, in educational systems throughout the United States, individual leaders shoulder these growing challenges on their own. Researchers are finding that half of all school leaders are considering different careers. School leaders are crumbling in their isolation and we often have ourselves to blame. During this session, Joshua Ray addresses the current state of educational leaders, the commonalities we share, and how we can begin to practically change our roles to be more effective and sustainable.

Participants in this session:

- Learn the implications of broken school leaders.
- Consider practical approaches that can make them more effective, efficient, and well.
- Redefine their roles for the betterment of their schools and themselves.

Tesha Ferriby Thomas

Navigating the Yellow Brick Road: A Journey Toward Successful PLCs

Just as Dorothy faced a multitude of distractions on her iconic journey to Oz, educators navigating the PLC process encounter challenges that can veer them off course. Participants in this engaging session discover targeted strategies that leaders and teams can employ to successfully navigate their expedition toward achieving high levels of learning for all students. Participants explore the PLC process, where the lessons learned guide them on a transformative journey toward a successful professional learning community.

Participants in this interactive session:

- Investigate the foundational elements that contribute to the success of collaborative teams within the PLC framework.
- Develop an understanding of how team dynamics impact the overall efficacy of the PLC process.
- Gain practical tools and strategies for overcoming challenges commonly encountered during the PLC journey.

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.

AFTERNOON KEYNOTE

Cassandra Erkens

Improving Student Agency in a PLC Setting

Sometimes the “second chances” offered in a PLC setting (no late penalties, access to retakes, etc.) seem to dissuade rather than inspire self-regulation in students. However, there are ways to design for an increase in student agency through healthy, balanced, and interdependent assessment and RTI

systems. In this keynote, Cassandra Erkens explores the systems and protocols that professional learning communities can embed early to influence students to invest in their learning.

Participants can expect to:

- Explore ways to infuse student agency in the RTI system.
- Identify the features of a balanced and informative assessment system that enable (and require) student agency.
- Identify strategies and tools teachers can use to support self-regulation in learners.

Session Descriptions—Day 2

KEYNOTE

Anthony Muhammad

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

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

Participants in this session learn that:

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

MORNING BREAKOUT SESSIONS

Kristen Bordonaro

IEPs in a PLC: Utilizing the Four Questions to Create a Collaborative IEP

For students identified to receive special education supports, an individualized education program (IEP) serves as their roadmap for the school. Teams that are lucky enough to operate within a PLC can capitalize on utilizing collaborative processes to answer the four critical questions to create an IEP that is individualized to the student and demonstrates high levels of learning.

Participants in this session can expect to:

- Understand the different roles in supporting a student: general education, special education, and other related services.
- Utilize collaborative practices to individualize the four critical questions for a student with identified services.
- Draft IEP goals that demonstrate a commitment to high levels of learning.

Tim Brown

Developing Shared Leadership: Forming Your Guiding Coalition

Many guiding coalitions are slowed in their efforts to become highly effective because they skip the important “forming” stage of a team. With clear purpose, goals, roles, and commitments, the guiding coalition can accelerate their movement from a group to a team with a common goal. This session is designed to have attendees participate in a variety of processes that they can take back and do with their guiding coalition. Examples from the field are provided, but the design of the workshop is for

participants to experience and reflect using tools that have been specifically designed to align a guiding coalition to a single purpose.

Participants can expect to:

- Develop an understanding of the forming stage as described in the four stages of teams by Bruce Tuckman.
- Participate in strategies to successfully form a guiding coalition or enhance your current guiding coalition.

Daniel Cohan

Two Steps Forward, One Step Back: Coaching Your PLC Through Resistance, Challenges, and Setbacks

Like cultivating a garden, cultivating a highly effective PLC requires preparation, time, attention, and perseverance. Ongoing challenges and new obstacles inevitably arise, leading to setbacks, derailment, or paralysis. Coaching and supporting your PLC is a delicate balance of attending to culture and structure at the same time. It is important to remember that challenges, obstacles, and resistance are part of the continuous improvement cycle. Protocols, clear expectations, and research-based coaching strategies can help. Cultural change occurs as a result of changes in behavior. In this interactive session, Daniel Cohan provides strategies to stay the course and overcome obstacles and resistance. Participants learn from one another about how to maintain momentum in their PLCs.

As a result of this interactive session, participants:

- Establish the current state of their school or district along the PLC journey.
- Learn protocols to ensure team focus and productivity.
- Explore the causes of resistance and practice techniques to change behavior.
- Develop strategies to overcome passivity and inaction while improving culture.
- Understand the relationship between trust, coaching, and achievement.

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

Cassandra Erkens

Instructional Agility Through Collaboration

The best way for teachers to get to instructional agility in their individual classrooms is to stand on the shoulders of their team’s collaborative efforts. When teams collaborate to prioritize and unpack standards, clarify criteria for quality, identify learning progressions and learning targets, determine appropriate levels of rigor, and collectively analyze error, individual team members become powerful and efficacious. This session explores the team tools and processes required to help individual teachers be precise, yet flexible, in their instructional efforts.

Outcomes from this session include:

- Defining *instructional agility*
- Exploring team tools and processes required for individual precision
- Identifying strategies to support individual flexibility when functioning in a collaborative team

Aaron Hansen

Owning Their Learning: Rethinking Students’ Role in Intervention and Extension

Students must become owners of their learning in order to truly reach the levels of rigorous learning being demanded of them. Participants are challenged to rethink the traditional role of a “teacher” who delivers lessons, and begin taking on the role of a leader of learning who coaches and leads learners ... all by embedding PLC and RTI concepts into their daily practice.

Participants can expect to:

- Learn how to collect the type of information needed to make smart intervention decisions, how to help students track their own progress, and how to structure intervention so students have some voice, choice, and mobility in the intervention and extension process.
- Be re-inspired!

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.

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.

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.

Rebecca Nicolas

High Needs, High Impact: Systems That Support Students in Priority Schools

Every school must combat factors that distract students and staff from a focus on learning. In an at-risk school, this challenge is exacerbated by home and health issues that require multiple community and instructional supports. Participants in this session explore an intervention team system to maximize intervention and support structures. Rebecca Nicolas examines three support teams: academic, social-emotional, and home/health teams that provide Tiers 2 and 3 supports to the most vulnerable students.

Outcomes include:

- Understanding the indicators that make a student a candidate for intensive intervention and support
- Exploring the structure and interaction of teams that consist of varied support personnel
- Brainstorming how to capitalize on a school's existing resources to provide wraparound supports for the most vulnerable population

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.

Joshua Ray

What Great Teams Do Differently

The elements of a Professional Learning Community at Work are clear, but often it is hard to envision how they translate in the weekly work of collaborative teams. During this session, participants learn the most important elements of collaborative teamwork and leave with practical ways to make their team more effective and efficient.

Participants in this session:

- Identify the six things that separate the great teams from the pack.
- Learn how teams often overcomplicate the simple power of the four critical questions that drive collaborative teamwork.

- Leave with practical tools that can make their teamwork less time-consuming but more effective.

Tesha Ferriby Thomas

Cultivating Excellence: Leadership Moves to Amplify Team Success

Join Tesha Ferriby Thomas in this dynamic session where participants uncover the art of intentional leadership through a strategic exploration of clarity, feedback, and support. Discover how these essential elements can be used to fuel increased reflection and collaboration within your school's collaborative teams.

Participants in this session can expect to:

- Gain insights into the crucial role of coaching in the PLC process, regardless of their title or role.
- Understand how the cornerstones of clarity, feedback, and support can strengthen collaborative teams, leading to improved student outcomes.
- Participate in immersive, hands-on activities designed to sharpen their skills for coaching collaborative teams.
- Leave with practical resources that empower leaders to confidently support the deep implementation of PLCs.

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.

AFTERNOON BREAKOUT SESSIONS

Kristen Bordonaro

Teaming: Independent, Codependent, or *Interdependent*

Effective teaming can make or break your school. Teams can struggle with moving beyond the surface-level "PLC lite" activities into the collaborative practices and shifting from independence to interdependence. Even when we engage in all of the team-building activities, some teams struggle to deeply engage in the high-performing practices of effective PLCs. During this session, participants

identify the common stages of teaming and identify how to help teams move to becoming truly *interdependent*.

Participants in this sessions an expect to:

- Identify stages of teaming and their role in this process.
- Recognize common strengths and challenges of high-performing teams.
- Use PLC practices to move beyond codependence to interdependence.

Tim Brown

How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team

Many students struggle in school because they lack the dispositions associated with high self-efficacy. Studies show that self-efficacy is one of the most significant factors in student motivation and engagement and that educators are the key contributor to a student’s academic self-efficacy. Participants in this session examine how the four questions of collaborative teams, when done well, positively influence a student’s efficacy judgment.

Participants can expect to:

- Clarify and delineate the dispositions that we want to develop in our students to ensure greater success.
- Learn about the four keys and five essential actions that influence a student’s efficacy judgment.
- Understand how the four questions of collaborative teams influence a student’s efficacy judgment.
- Explore products and processes that collaborative teams are developing and using to positively influence their students’ efficacy judgments.

Daniel Cohan

Teams in a PLC: Essential Structures and Responsibilities

All schools and districts, regardless of size, have various teams and task forces. Organizations that function as professional learning communities have three essential team structures with interdependent responsibilities that ensure all students learn at high levels. The difference in team makeup, functionality, responsibilities and actions, as well as how teams are monitored, distinguishes traditional schools from highly effective PLCs. Intervention teams, building leadership teams, and content- and grade-level teams are essential in a PLC. This session explores the structures and responsibilities of each.

Participants in this session learn key factors of teams in a PLC model, including:

- The shared leadership foundation of a professional learning community
- Characteristics of traditional school teams versus PLC teams

- The three essential team structures in a PLC: building leadership teams, teacher teams, and RTI teams
- Best practices, structures, and resources for teacher teams, including singletons and vertical teams

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

Cassandra Erkens

Collaborative Common Assessments

When collaborative common assessments are implemented well, amazing things happen for students and teachers. When teachers engage in the process, they can collectively offer laser-like instruction, inform assessment literacy, and create differentiated and instructionally sensitive responses to support all learners. This session offers an overview of the process, protocols, and tools to help with the delivery and data that result from using collaborative common assessments.

Participants in this session:

- Identify key factors when delivering collaborative common assessments.
- Learn strategies and tools to support data analysis.
- Explore criteria for quality re-engagement and enrichment.

Aaron Hansen

Heroes Within: A PLC Framework for Empowering Students to Own Their Learning Journey Through Hope, Self-Efficacy, and Motivation

All too often, students sit passively in compliance doing assignments, but they aren't really *learning* what is intended. Others refuse to even try. Participants learn how to shift students' mindsets from one of compliance, apathy, and even victimization, to a story of hope where they are the hero! It's a new story where students have the courage to try, face failure, and try again. It's also a new story for teachers and leaders. It's a story of renewed fulfillment, purpose, and excitement for their work as they use the seven-step framework for helping students develop self-efficacy and motivation.

Participants can expect to:

- Learn how to use the seven-step framework for helping students take ownership, set goals, develop the courage to try, self-assess and track their progress, course correct, engage in metacognition, and create a vision for the future, all to cultivate a strong sense of self-efficacy.
- Understand why the PLC process is the foundation that makes new stories possible about themselves and school.
- Become re-inspired and recommitted to making a difference!

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.

Mike Mattos

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.

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).

Rebecca Nicolas

Activity or Productivity? What Product Monitoring Reveals About Teacher Teams

Monitoring agendas can help leadership teams understand their activities, but monitoring productivity allows school leadership to better understand the teachers' work associated with each of the four critical questions. In this session, participants examine the questions and the products associated with them. Administrators and teachers learn about a simple data collection tool that helps leaders and teacher teams audit their productivity and ensures that teams are progressing appropriately through each of the four critical questions.

Outcomes from this session include:

- Understanding the difference between activity- and productivity-focused teams
- Exploring the products that reflect a team's focus on each of the four PLC critical questions
- Acquiring a data collection tool to monitor team productivity over time

Regina Stephens Owens

Small Schools and Singletons: Wired for Rigor and Relevance

Singleton teachers are accustomed to seeking solutions and understanding opportunities as they arise. Operating efficiently and effectively within a PLC can be challenging. Team members must collaborate on common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC at Work process.

Regina Stephens Owens shows how to use best practices in collaboration, and participants learn how to design action plans supporting the work of schools and singleton teachers in a PLC.

Participants can expect to:

- Gain clarity on connecting in a PLC.
- Seek solutions for successful partnering.
- Learn to function effectively in a PLC.

Joshua Ray

How Much Is Too Much? Saving Educational Leaders From Ourselves

Our profession is in the midst of unprecedented learning loss, a frightening teacher shortage, and increasingly complex student needs. Yet, in educational systems throughout the United States, individual leaders shoulder these growing challenges on their own. Researchers are finding that half of all school leaders are considering different careers. School leaders are crumbling in their isolation and we often have ourselves to blame. During this session, Joshua Ray addresses the current state of educational leaders, the commonalities we share, and how we can begin to practically change our roles to be more effective and sustainable.

Participants in this session:

- Learn the implications of broken school leaders.
- Consider practical approaches that can make them more effective, efficient, and well.
- Redefine their roles for the betterment of their schools and themselves.

Tesha Ferriby Thomas

Hot HITS for PLC Success: Unleashing High-Impact Teaching Strategies

Join Tesha Ferriby Thomas as she unveils high-impact teaching strategies (HITS) that enhance student learning. Delve into the groundbreaking research of Marzano and Hattie and explore instructional strategies that have been proven to significantly elevate educational outcomes.

Participants can expect to:

- Explore the realm of high-impact teaching strategies (HITS) and their direct correlation to the four critical questions of a PLC.

- Immerse themselves in engaging, hands-on activities designed to deepen their comprehension of these impactful strategies.
- Strategically identify and plan their next steps for seamless implementation of HITS in their classroom.

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.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Kristen Bordonaro

IEPs in a PLC: Utilizing the Four Questions to Create a Collaborative IEP

For students identified to receive special education supports, an individualized education program (IEP) serves as their roadmap for the school. Teams that are lucky enough to operate within a PLC can capitalize on utilizing collaborative processes to answer the four critical questions to create an IEP that is individualized to the student and demonstrates high levels of learning.

Participants in this session can expect to:

- Understand the different roles in supporting a student: general education, special education, and other related services.
- Utilize collaborative practices to individualize the four critical questions for a student with identified services.
- Draft IEP goals that demonstrate a commitment to high levels of learning.

Tim Brown

Grading: The Good, the Bad, and the Ugly

When schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine beliefs, assumptions, policies, guidelines, and practices to ensure everything we do that affects learning is aligned to the mission of the school. Because of the effect grading has on student learning, a discussion about grading practices must be part of the reflective and learning effort by staff. In this session, Tim Brown shares strategies and resources to help staff engage in a collaborative process that examines some of the more prevalent fixes that need to happen with grading if staff is going to be true to a mission that promotes high levels of learning for all students.

Participants can expect to:

- Answer the question, Where should we begin in our discussion about grading?
- Discuss the importance of crafting a statement about what a grade represents.
- Examine four notable fixes in our grading practices in light of a standards- or evidence-based approach to learning: homework, 100% scales, formative assessment, and averaging scores.
- Reflect on grading practices and guidelines that have been successfully implemented in schools at every level.

Daniel Cohan

PLC Continuous Improvement: Tools and Techniques to Keep Your PLC Moving Forward

Are you asking these questions about your PLC and collaborative teams: Why isn't our PLC showing results? Why aren't our collaborative teams more effective? Why are we stuck? How do we set and monitor short- and long-term PLC implementation goals?

School and district improvement plans have long existed, but are they effective? Impactful? Connected to the daily work? Improvement plans can be a powerful tool, but they must be clear, aligned to the everyday work, and progress monitored. Professional learning communities are a continuous improvement process, but we must define, model, and monitor what is "loose" and what is "tight." Progress monitoring your collaborative teams and schoolwide PLC implementations are essential for continuous improvement along the PLC journey.

In this interactive session, attendees learn how to progress monitor their PLC to keep moving forward and explore how and why progress monitoring plans are an essential component of continuous improvement. Daniel Cohan reviews common obstacles and solutions to use with your school or district.

Participants in this session:

- Establish their PLC current reality.
- Learn how to effectively progress monitor what is loose and what is tight.
- Practice with PLC progress monitoring plans.
- Explore common obstacles and discuss strategies to keep moving forward.
- Celebrate short-term wins along the journey.

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

Cassandra Erkens

Creating and Sustaining Healthy and Productive Teams

While the concept of teaming implies working smarter, the truth of collaboration sometimes feels like working harder. The work of collaboration requires that teams not only be productive, but also healthy. Effective leaders must monitor both in their teams. In addition, they must be willing to provide team leaders with the necessary supports to manage emotion and become self-sufficient.

Participants in this session:

- Examine the characteristics of healthy, productive teams.
- Identify tools and protocols to successfully monitor collaboration.
- Explore strategies, skills, and guidelines to safely and directly address conflict.

Aaron Hansen

Owning Their Learning: Rethinking Students' Role in Intervention and Extension

Students must become owners of their learning in order to truly reach the levels of rigorous learning being demanded of them. Participants are challenged to rethink the traditional role of a “teacher” who delivers lessons, and begin taking on the role of a leader of learning who coaches and leads learners ... all by embedding PLC and RTI concepts into their daily practice.

Participants can expect to:

- Learn how to collect the type of information needed to make smart intervention decisions, how to help students track their own progress, and how to structure intervention so students have some voice, choice, and mobility in the intervention and extension process.
- Be re-inspired!

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.

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.

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

Rebecca Nicolas

Team Dysfunction? A Leadership Rx

While there is no panacea when things go wrong in a professional learning community—and plenty of ways to go wrong in attempting to “fix” a struggling team—data delivers the mandate for teachers to begin the process in earnest. When meaningful data drives teacher work, a truly collaborative team can

realize its greatest potential. Participants in this session learn about the tempting solutions that many teams sample before arriving at the linchpin of the PLC: common formative assessments.

Outcomes from this session include:

- Diagnosing the myriad ways in which teams engage in “PLC lite”
- Exploring the temptations of the “easy fix” for dysfunctional teams
- Understanding the critical ways in which common data can move teams forward

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.

Joshua Ray

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

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

Participants in this session:

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

Tesha Ferriby Thomas

Navigating the Yellow Brick Road: A Journey Toward Successful PLCs

Just as Dorothy faced a multitude of distractions on her iconic journey to Oz, educators navigating the PLC process encounter challenges that can veer them off course. Participants in this engaging session discover targeted strategies that leaders and teams can employ to successfully navigate their expedition toward achieving high levels of learning for all students. Participants explore the PLC process, where the lessons learned guide them on a transformative journey toward a successful professional learning community.

Participants in this interactive session:

- Investigate the foundational elements that contribute to the success of collaborative teams within the PLC framework.
- Develop an understanding of how team dynamics impact the overall efficacy of the PLC process.
- Gain practical tools and strategies for overcoming challenges commonly encountered during the PLC journey.

Eric Twadell

Through New Eyes: Examining the Culture of Your School

The PLC at Work process is all about culture—not structure. A school culture is founded upon the assumptions, beliefs, values, expectations, and habits that drive its day-to-day work and share how its people think, feel, and act. This session provides participants with the opportunity to examine the culture of two very different schools and explores common practices and conventional wisdom with a critical eye.

Participants in this session:

- Examine the culture of two different schools and the experiences of a student.
- Assess the practices and procedures of a traditional school versus a school that works as a professional learning community.
- Develop an understanding of the important difference between culture and structure in initiative, and sustain the PLC at Work process.

KEYNOTE

Eric Twadell

Beyond PLC Lite: Digging Deeper Into the Three Big Ideas of a Professional Learning Community at Work

Moving beyond PLC lite is a never-ending journey of continuous improvement and growth and requires a deep commitment to the three big ideas of the PLC process: learning, collaboration, and results. In this keynote, Eric Twadell highlights the work that Adlai E. Stevenson High School (the “birthplace of the PLC at Work process”) has done to stay focused on the fundamental components of their PLC at Work culture and drive a steady increase in student learning and achievement.