High-Impact Teams in a PLC at Work Agenda
Austin, TX • July 22–24, 2024

Monday, July 22

7:00–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Jasmine K. Kullar *Coming soon!*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See pages 2–3.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See pages 2–3.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Team Challenges Forums**	Rooms/Locations TBD

Tuesday, July 23

7:00–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Bob Sonju *Simplifying the Journey: Clarity, Consistency, and Collaboration for Teachers, Teams, and Leaders in a PLC*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See pages 2–3.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See pages 2–3.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Team Time**—*Presenters aid in your collaborative team discussions.*	

Wednesday, July 24

7:00–8:00 a.m.	Continental Breakfast	Rooms/Locations TBD
8:00–9:30 a.m.	**Breakout Sessions**	See pages 2–3.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—William M. Ferriter *Progress-Driven Leadership in a PLC at Work*	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Monday, July 22 10:00–11:30 a.m.	Monday, July 22 1:00–2:30 p.m.	Tuesday, July 23 10:00–11:30 a.m.	Tuesday, July 23 1:00–2:30 p.m.	Wednesday, July 24 8:00–9:30 a.m.
William M. Ferriter					
Collaborative Tools for Learning Teams in a PLC at Work	X				
Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher		X			
You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process			X		
Making Differentiation Doable				X	
Understanding the Role of the Guiding Coalition in a Professional Learning Community					X
Jasmine K. Kullar					
Coming soon!					
Paula Maeker					
Because of Us: Moving Beyond the Practice of Teaching to a Culture of Learning	X				
Leveling Up: Taking Collaborative Teams From Good to Great!		X			
What Matters Most: Teams Collectively Establishing Essential Literacy Outcomes			X		
Gaining Ground: A Method and Model for Accelerating Essential Learning				X	
A Tale of Two Teams: Evidence of Effective Collaboration					X
Bob Sonju					
Supercharge Your Collaboration: Strategies to Make Your Team's Collaboration Exceptional	X				

Solution Tree

Presenters & Titles	Monday, July 22		Tuesday, July 23		Wednesday, July 24
	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.
Proven Practices of PLC Leaders: Keys to Leading, Monitoring, and Supporting Teachers and Teams in a PLC		X			
Some Assembly Required: Turning Your Team's CFA Data Into a Powerful Learning Tool			X		
Gaining Shared Clarity: Answering Question One—What Do We Want Them to Know?				X	
Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work					X
Tesha Ferriby Thomas					
Give Me the Keys! Tools That Turbocharge Team Collaboration	X				
Four Steps to Valid and Reliable Common Assessments		X			
The Magic of Data Analysis			X		
Hot HITS for PLC Success: Unleashing High-Impact Teaching Strategies				X	
Unlocking Potential: Strategies for Coaching the "Uncoachable"					X

Agenda is subject to change.

Session Descriptions—Day 1

Jasmine K. Kullar

Coming soon!

William M. Ferriter

Collaborative Tools for Learning Teams in a PLC at Work

For many teachers, professional learning team meetings can be nothing short of overwhelming. Unaccustomed to making collective decisions, teams struggle to organize their work together and begin to question the benefit of a school's decision to restructure as a professional learning community. In this session, participants explore the kinds of tangible structures and explicit tools that learning teams must have in place to make their collaborative meetings productive.

Participants in this session:
- Learn how personalities influence the successes or struggles of learning teams.
- Discuss the role that clear norms and expectations for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

Jasmine K. Kullar

Coming soon!

Paula Maeker

Because of Us: Moving Beyond the Practice of Teaching to a Culture of Learning

Ensuring every student learns at high levels requires a paradigm shift from the traditional practice of teaching to a culture that embraces learning as its fundamental purpose. Making this shift requires rethinking the way we approach instruction, assessment, and feedback across all tiers of support. In this session, Paula Maeker guides participants in exploring effective systems and structures that provide a framework that connects effective classroom instruction to students reaching proficiency in targeted learning goals. Participants learn how to face the challenge of meeting students where they are and collectively creating a pathway for their success head-on.

Participants can expect to:
- Compare the traditional educational paradigm to the needs of today's learners.

- Examine the effective systems and structures of a learning-for-all culture.
- Explore practices that foster growth, increase achievement, and ensure all scholars are supported by name, strength, and need.

Bob Sonju

Supercharge Your Collaboration: Strategies to Make Your Team's Collaboration Exceptional
Collaboration is a foundational part of the PLC process. For teams to see increases in student learning, merely collaborating will not accomplish this; it's what you collaborate about that will increase learning and improve your ability to function as a highly effective team. In this highly engaging session, author and practitioner Bob Sonju guides participants through strategies and practices to make their collaboration go from *blah* to supercharged!

Participants in this session:
- Understand the specific actions of highly effective collaborative teams.
- Utilize various tools to determine their team's progress.

Tesha Ferriby Thomas

Give Me the Keys! Tools That Turbocharge Team Collaboration
Dive into a transformative session where the keys to supercharging collaborative team meetings are revealed. Join Tesha Ferriby Thomas for a dynamic exploration of tools that not only enhance but turbocharge team collaboration, leaving participants equipped for immediate implementation and lasting impact in their school.

Participants in this session:
- Uncover the five key elements crucial for enhancing team meetings.
- Engage in hands-on activities to deepen their understanding and application of these elements.
- Strategically identify next steps to elevate the effectiveness of collaborative teams.

AFTERNOON BREAKOUT SESSIONS

William M. Ferriter

Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher
The PLC concept resonates with most educators, but making collaborative learning work in small schools or for singleton teachers can be challenging. In this session, participants explore four different models for creating meaningful professional learning teams for singletons and teachers in small schools: 1) the creation of vertical teams studying skills that cross content areas, 2) using interdisciplinary teams to focus on addressing the engagement levels of at-risk students, 3) designing class loads that allow teachers to teach the same subjects, and 4) using electronic tools to pair teachers with peers working in the same subject area.

Participants in this session:
- Discuss common structural barriers that make collaboration more difficult for singleton teachers or teachers in small schools.
- Examine four potential models for creating meaningful professional learning teams for singleton teachers or teachers in small schools.
- Develop the beginnings of an action plan for incorporating singleton teachers or teachers in small schools into the PLC process.

Jasmine K. Kullar

Coming soon!

Paula Maeker

Leveling Up: Taking Collaborative Teams From Good to Great!
How do you make a professional learning community sustaining the right work in the right way even better? Intentionally! Even for highly effective collaborative teams, the journey of continuous improvement never ends. In this session, Paula Maeker delves into the beliefs and behaviors that level up the collaborative practices of teams that are already embracing the PLC at Work process and want to elevate their practice or purpose. Better never stops!

Participants can expect to:
- Reflect on current beliefs and behaviors that align and support the PLC at Work process.
- Explore the characteristics of high-performing collaborative teams.
- Learn how reinvesting in the four critical questions of the PLC process can drive even greater student achievement.
- Gain tools and strategies to take teams to the next level of implementation.

Bob Sonju

Proven Practices of PLC Leaders: Keys to Leading, Monitoring, and Supporting Teachers and Teams in a PLC
Whether you are a team, school, or district leader, knowing what to pay attention to can often be a challenge. Bob Sonju leads participants through a series of strategies and practices that guiding coalitions and highly effective leaders in a professional learning community use to clarify the work to be done, support teachers and teams as they learn, monitor the work of teams, and celebrate small wins throughout the process.

Participants in this session:
- Learn the actions of teams, guiding coalitions, and leaders in a professional learning community.
- Identify the four keys to leadership in a professional learning community.

- Utilize proven strategies for monitoring the work of collaborative teams and increasing their effectiveness.

Tesha Ferriby Thomas

Four Steps to Valid and Reliable Common Assessments

Common assessments are the linchpin to successful PLCs, yet many teacher teams feel they are underprepared to write them. Join Tesha Ferriby Thomas as she discusses the rationale for teams developing their own common assessments and identifies specific methods teams can use to ensure assessments are both valid and reliable.

Participants in this session can expect to:
- Discuss the rationale for utilizing team-developed common assessments.
- Explore four steps teams can take to ensure valid and reliable assessments.
- Engage in hands-on activities that demonstrate how teams can utilize the four steps.

Session Descriptions—Day 2

Bob Sonju

Simplifying the Journey: Clarity, Consistency, and Collaboration for Teachers, Teams, and Leaders in a PLC

It's easy to get confused and overwhelmed with all the "noise" in today's educational world. The creativity and innovation needed in today's schools is not found in adding more to the plates of educators. Instead, the key to clearing up confusion is in simplifying and focusing on research-based, proven strategies that make a dramatic difference in student learning. Career educator and author Bob Sonju guides participants through the four critical questions of a PLC and shares practical strategies to make their collective practices more targeted and effective as they learn together.

William M. Ferriter

You Can Learn: Building Student Efficacy With the PLC at Work Process

In her research on the reasons students drop out of high school, Deborah Feldman (2017) made a surprising discovery: Most kids who walked away before graduation could track their decision to specific moments of academic challenge that caused them to stop believing in "their ability to be a student."

What are the implications of Feldman's discovery for practitioners? It is imperative that we build both the confidence and capacity of every learner. This session introduces participants to the steps that William M. Ferriter, career classroom teacher and Solution Tree author, has taken to use student-centered versions of the four critical questions of learning to do that work in his classroom.

Participants in this session:
- Discuss the important role that student self-efficacy plays in learning.
- Learn student-centered versions of the four critical questions of the PLC at Work process.
- Explore simple student self-efficacy building strategies that can be integrated into any classroom.

Jasmine K. Kullar

Coming soon!

Paula Maeker

What Matters Most: Teams 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. In order to ensure all students learn at high levels, teams must collectively determine exactly 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, standards, and research. In this session, K–12 collaborative teams build shared learning in how to identify, prioritize, and clarify essential learning targets in literacy in order to ensure high levels of 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.

Bob Sonju

Some Assembly Required: Turning Your Team's CFA Data Into a Powerful Learning Tool

Common formative assessments are at the heart of a highly effective team's collective work. But once the assessment is given, what's next? In this highly engaging and interactive session, author and practitioner Bob Sonju provides simple, doable strategies to transform your team's assessment data into a powerful force for learning.

Participants in this session:

- Utilize simple, doable strategies to quickly analyze common formative data.
- Explore the impact of a team's teaching strategies and practices on student learning.

Tesha Ferriby Thomas

The Magic of Data Analysis

Do your teams suffer from DRIP (data rich, information poor) syndrome? This engaging session focuses on equipping teams with effective methods to streamline the data gathering process, ensuring that more time is dedicated to utilizing this wealth of information strategically. Join Tesha Ferriby Thomas as she provides actionable strategies to harness the power of assessment data in a purposeful and efficient manner.

Participants can expect to:

- Explore the TADAA method for utilizing assessment results.
- Engage in hands-on activities to practice data analysis methods.

- Identify next steps to implementing data response methods with collaborative teams in their own school.

William M. Ferriter

Making Differentiation Doable

If schools are truly working to move every student forward, learning experiences must be differentiated to meet the needs of individual students. The challenge, however, rests in making differentiation doable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality.

In this presentation, Solution Tree author and career classroom teacher William M. Ferriter introduces participants to a range of strategies that can be used to:
- Carefully plan and deliver initial attempts at remediation and enrichment in a differentiated classroom.
- Create meaningful "turn to" tasks for students to tackle after demonstrating mastery of grade-level essentials.
- Reduce the time, energy, and effort required to effectively differentiate instruction.

Jasmine K. Kullar

Coming soon!

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. This session supports teams in developing a method and model of prevention, intervention, and acceleration that lead to impactful gains in student achievement.

Bob Sonju

Gaining Shared Clarity: Answering Question One—What Do We Want Them to Know?

Answering question one in the PLC process is *essential* for team and student success. As teams gain shared clarity regarding what *all* students need to know and be able to do for each course or grade level, their assessment and intervention practices become much more targeted. In this energetic and engaging session, Bob Sonju guides participants through the process of identifying essential standards

and skills and gaining shared clarity for each using templates and strategies they can immediately implement in their team or school.

Participants in this session:
- Utilize proven strategies to identify and gain shared clarity on what all students need to know.
- Explore the benefits of clearly defining proficiency for their team and students.
- Utilize simple, targeted protocols and templates to assist teams in their collective work.

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.

MORNING BREAKOUT SESSIONS

William M. Ferriter

Understanding the Role of the Guiding Coalition in a Professional Learning Community

The guiding coalition in any professional learning community plays an essential role in both championing and supporting the right work. But what exactly does "championing and supporting the right work" look like in action? That's a question answered in this session by Solution Tree author and career classroom teacher William M. Ferriter.

Participants in this session:

- Examine the role of the guiding coalition in a Professional Learning Community at Work.
- Learn more about supporting collaborative teams at different stages of development.
- Discuss the role that SMART goals for collaborative team development can play in the work of guiding coalitions.
- Discover specific tools and resources that guiding coalitions can use to support the development of collaborative teams.

Jasmine K. Kullar

Coming soon!

Paula Maeker

A Tale of Two Teams: Evidence of Effective Collaboration

In order to create a culture of learning for all, teams must transform collaborative meetings from surface-level implementation of professional learning communities to truly collaborating around the right work in the right way. Through script-based scenarios, participants compare two teams' practices to determine a measure of effectiveness for their focus on learning, thereby cultivating a culture of collaboration and a relentless focus on results. Which team shines in creating actionable, responsive, and purposeful practices and which team falls short?

Participants can expect to:

- Analyze two transcripts of professional learning community team meetings.
- Seek culminating evidence of effective teaming practices around the tenets of professional learning communities.
- Create a plan for next steps for strengthening current collaboration to ensure all students learn at high levels.

Bob Sonju

Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work

What should happen when a team starts to struggle? As teachers move toward becoming interdependent teams, challenges inevitably arise. Ensuring high levels of learning for every student requires a change in thinking and practice. Participants briefly review the work of highly effective teams, consider scenarios showing common team challenges, and work collaboratively to identify strategies for moving a team forward. This session is based on a book of the same title (Solution Tree Press, 2019) coauthored by Bob Sonju and other educators who possess a wide range of backgrounds and experiences in all levels of education.

Participants in this session:

- Identify common challenges that limit a team's efficacy.
- Collaboratively resolve specific challenges and share strategies to help teams progress.
- Practice specific coaching strategies designed to assist teams in their critical work.

Tesha Ferriby Thomas

Unlocking Potential: Strategies for Coaching the "Uncoachable"

Participants in this dynamic breakout session delve into the essential elements of coaching and gain tools to work effectively with educators who may initially seem "uncoachable." Join Tesha Ferriby Thomas as she guides participants through the insights and strategies needed to foster a culture of coachability within a professional learning community.

Participants in this session:

- Identify and debunk common myths surrounding coaching.
- Explore the dimensions of coachability and their benefits to a professional learning community.
- Discover strategies to promote coachability and unlock the potential of collaborative teams in a PLC.

KEYNOTE

William M. Ferriter

Progress-Driven Leadership in a PLC at Work

Possessing deep insight into the core work of collaborative teams, participants in Solution Tree's PLC institutes are, in many ways, the most important leaders in any building. They bear responsibility for working together to identify next steps worth taking even as teachers faced with new challenges begin to question just how doable those next steps really are. As Teresa Amabile and Steven Kramer demonstrate in *The Progress Principle* (2011), "The secret to amazing performance is empowering talented people to succeed at meaningful work" (p. 2). So, how can you empower talented people to succeed at meaningful work? The key rests in creating the conditions that make real progress

possible—a process introduced in this keynote presentation by Solution Tree author and associate William M. Ferriter.

Participants can expect to:

- Learn more about the biological, cultural, and psychological influences that impact the choices that we make when driving change.
- Examine "the addition trap" and how it prevents schools from making forward progress.
- Explore three potential next steps worth taking to move their own schools forward.