

Agenda

San Antonio, TX • July 10–12, 2024

Wednesday, July 10

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

Thursday, July 11

7:00–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Brandon Jones <i>The North Star: Making Our Compelling Future a Reality</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 2–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time —Presenters aid in your collaborative team discussions.	

Friday, July 12

7:00–8:00 a.m.	Continental Breakfast	Rooms/Locations TBD
8:00–9:30 a.m.	Breakout Sessions	See pages 2–4.
9:30–10:00 a.m.	Break	
10:00 a.m.–12:00 p.m.	Keynote —Regina Stephens Owens <i>Transformed People Transform People</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Wednesday, July 10		Thursday, July 11		Friday, July 12
	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.
Casey Ahner					
Are We Collaborating, Coordinating, Cooperating, or Coblaborating?	X			X	
Serving Special Education Students: As Easy As Riding a Bike		X			
Data Rules! Using Student Data to Inform Effective Instruction, Remediation, and Enrichment			X		X
John D. Ewald					
Planning for High-Quality Teaching and Learning	X		X		
Building, Maintaining, and Repairing Trust: A Key Ingredient for the Success of Collaborative Teams in a PLC at Work		X			X
Leading With Clarity and Support				X	
Brandon Jones					
Abandoning Archaic Practices: Motivating and Preparing Generation Z Students	X		X		
Built to Last: Culture That Withstands the Storms		X			X
Demystifying Data: Making the Process Easy, Efficient, and Effective				X	
Mike Mattos					
Are We a Group or a Team?	X				
Taking Action: How to Create a Highly Effective, Multitiered System of Supports		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors				X	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					X

Presenters & Titles	Wednesday, July 10		Thursday, July 11		Friday, July 12
	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.
Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	X				X
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Elementary ELA Strategies to Keep Your Students on Track				X	
Mark Onuscheck					
Social-Emotional Learning Radiates in a PLC Culture	X			X	
Fostering Literacy in a Professional Learning Community: Why Every Teacher Is a Literacy Teacher		X			X
Evidence-Based Grading Practices: Promoting Formative Growth and Achievement for Every Student			X		
Regina Stephens Owens					
Cultivating Educator Wellness for Leading and Living the PLC Life!	X				
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning		X			
The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures			X		
Small Schools and Singletons: Wired for Rigor and Relevance				X	
The Learning Professional: Coaching Competence, Not Compliance					X
Darwin Prater Spiller					
Do You Have the Guts to Take on a PLC Fixer Upper?	X				X
A Day in the Life: PLC at Work in Action		X		X	

Presenters & Titles	Wednesday, July 10		Thursday, July 11		Friday, July 12
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More Than Baking Cookies: Making Parents Crucial Members of the Learning Team			X		
Amanda Ziaer					
Building a Solid Foundation for PLC at Work	X			X	
Collaborative Teams Start With Our Standards		X			
What Do We Do When Our Kids Don't Learn?			X		X

Agenda is subject to change.

Session Descriptions—Day 1

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

Casey Ahner

Are We Collaborating, Coordinating, Cooperating, or Coblaborating?

Casey R. Ahner shows participants the essential actions of a team as they answer the four critical questions to determine what products teams can and should create when they do the *right* work. Participants learn protocols that will increase any team’s efficiency and efficacy.

John D. Ewald

Planning for High-Quality Teaching and Learning

Quality instruction and learning start with quality planning. Learn and practice effective and proven methods to plan for quality instruction and in turn quality learning with your collaborative team in a PLC at Work.

Participants in this session can expect to:

- Learn and practice effective planning protocols for high-quality teaching and learning.
- Develop a plan of action for how best to apply their learning from this session to their own school-based collaborative team in a PLC at Work.

Brandon Jones

Abandoning Archaic Practices: Motivating and Preparing Generation Z Students

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

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

Participants can expect to:

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

Mike Mattos

Are We a Group or a Team?

Collaborative teacher teams are the engine that drives a professional learning community. When these teams are highly engaged in the right work, student learning accelerates ... and when they are not, learning sputters and stalls. Because teachers have traditionally been required to attend grade-level or departmental team meetings, schools often mistakenly assume that merely renaming these gatherings “PLC time” represents teacher collaboration. The act of meeting together does not make a team, but instead, merely a group.

Participants in this session:

- Assess if they are currently part of a group or a team.
- Review the essential work of teacher teams in a PLC.
- Learn how to successfully navigate team disagreements.
- Leave with specific action steps to improve your teacher team.

Maria Nielsen

The 15-Day Challenge: Win Quick, Win Often!

This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools nationwide are using this simple learning-assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:

- Clarify the work of collaborative teams.
- Establish steps for a guaranteed and viable curriculum.
- Explore the learning-assessing cycle in a unit of study.

Mark Onuscheck

Social-Emotional Learning Radiates in a PLC Culture

In bold and thoughtful ways, schools must focus more mindfully on the SEL development of students. This session focuses on the underlying SEL skills that support academic achievement and student growth to promote a school culture dedicated to student well-being. Learn how the culture of a professional learning community can: 1) support the SEL skill development of every student; 2) support classroom environments that explicitly address SEL skill development; and 3) build school cultures that nurture SEL skills as a priority in student development.

Participants can expect to:

- Learn how a PLC works to support SEL for every student.
- Investigate how the classroom environment can explicitly support SEL.
- Discuss the function of SEL data to build a stronger school culture.

Regina Stephens Owens

Cultivating Educator Wellness for Leading and Living the PLC Life!

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

Utilizing the research-affirmed educator wellness framework built by Timothy D. Kanold and Tina H. Boogren, this session helps educators of all levels and backgrounds learn how to bring their very best selves to their students through the use of daily routines and strategies that can have a big impact on the achievement of educators and students alike. Participants leave this event feeling inspired, motivated, and rejuvenated!

Participants gain insight into:

- Foundational research, theory, and practice for daily educator wellness and well-being in order to enhance student achievement
- A research-affirmed educator wellness framework that can be utilized by individuals, teams, schools, or entire districts as part of their professional development plan
- Simple but powerful routines, strategies, and tools that can be implemented immediately to support the mental and emotional health of all educators

Darwin Prater Spiller

Do You Have the Guts to Take on a PLC Fixer Upper?

Many schools claim to be a professional learning community. They may have teams and give lip service to the idea, but often they are just practicing “PLC lite.” True PLCs build a strong foundation, have a shared vision of what exemplary looks like, and are committed to the journey to get there.

Participants in this session:

- Discover how to prioritize resources to achieve their dream school.
- Identify the expertise of team members and use best practices strategically.
- Gather evidence of success for major transformational PLC components.
- Acquire strategies to avoid building blunders.

Amanda Ziaer

Building a Solid Foundation for PLC at Work

How do principals get started with the work of a PLC? Building shared knowledge and creating consensus are key components of any kind of school change. It’s important that you have the consensus of staff before moving forward, or the structures and practices you put in place will be at the mercy of individual teachers. Your leadership team, guiding coalition, and collaborative teams are the lynchpin of change on a campus, so their work must be explicit and clearly understood by all stakeholders.

Participants in this session:

- Learn the qualities of campus leaders needed to drive a PLC at Work.
- Identify quick strategies to help support the learning and understanding of different aspects of getting their campus started in a PLC at Work.
- Understand the role of collaborative teams versus the role of a leadership or guiding coalition team.
- Assess the PLC journey of teams and school.

AFTERNOON BREAKOUT SESSIONS

Casey Ahner

Serving Special Education Students: As Easy As Riding a Bike

The individual actions to ride a bike are not difficult. Putting it all together is much tougher. The changing requirements and technology make education a challenge as well. Participants in this session look at how to best serve *all* students, especially students receiving special education support.

Participants can expect to:

- Explore how to make decisions based on best practice versus “the practice I like best.”

- Determine how to adjust to the ever-changing field of education and special education while doing what's best for students.

John D. Ewald

Building, Maintaining, and Repairing Trust: A Key Ingredient for the Success of Collaborative Teams in a PLC at Work

How can a collaborative team in a PLC at Work systematically build, maintain, and repair trust—a key ingredient for success—among their team? Participants learn the role trust plays in collaborative teams in a PLC at Work as well as apply their learnings in real-life applications and scenarios.

Participants in this session can expect to:

- Understand the role trust plays in a collaborative team in a PLC at Work.
- Apply learnings to their own collaborative teams in a PLC at Work.
- Develop a plan of action to support the building, maintaining, and repairing of trust in their collaborative team in a PLC at Work.

Brandon Jones

Built to Last: Culture That Withstands the Storms

Reforming schools to become professional learning communities takes more than changing policies, practices, and products. It requires that a school examine the foundational beliefs and behaviors on which it is built: the culture. Building (or *rebuilding*) a healthy school culture can seem like a daunting task, especially if significant resistance is encountered early in the change process.

As a result, some leaders choose to turn a blind eye to the beliefs and behaviors that impact the school's success. After all, it's easier to change the master schedule, purchase a new online program, or hand out jeans passes than it is to influence the thinking of others!

In this session, participants analyze the work of Anthony Muhammad, Luis F. Cruz, Rick DuFour, and Brandon Jones to design a practical plan for creating a culture that's built to last.

Participants can expect to:

- Examine the critical components of a healthy school culture.
- Learn how to establish a culture that is simultaneously loose and tight.
- Determine key factors for supporting and influencing people in their organization.

Mike Mattos

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

Due to the COVID-19 pandemic, educators face an unprecedented challenge: how to close the learning gaps created by months of school closures and uneven access to learning opportunities. In this

breakout, Mike Mattos discusses specific steps that schools can take to create a highly effective, multitiered system of supports to target learning gaps and show how the PLC at Work process creates the larger, schoolwide framework required to successfully intervene.

Participants in this session:

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

Maria Nielsen

Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning

Maria Nielsen helps teachers move past “sit and get” in the classroom to a place where all students actively participate in learning. She shares engagement strategies to assess student understanding throughout a lesson or unit of study.

Participants can expect to:

- Explore the *nifty-nine* best teaching strategies.
- Learn how to assess student learning by implementing engagement strategies.
- Identify the differences among assessment questions, open questions, and engagement questions.

Mark Onuscheck

Fostering Literacy in a Professional Learning Community: Why Every Teacher Is a Literacy Teacher

In this session, Mark Onuscheck explores how collaboration and literacy strategies work together to promote engagement, comprehension, and retention across all academic disciplines. Focused on student learning, this session builds collaborative discussions that promote how teachers can apply pre-reading, during-reading, and post-reading strategies to strengthen students' comprehension and critical thinking skills.

Participants can expect to:

- Learn how collaboration and literacy strategies promote student engagement, comprehension, and retention across all academic disciplines.
- Investigate the value of pre-reading, during-reading, and post-reading strategies.
- Generate insights into the value of literacy strategies that promote critical thinking.

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.

Darwin Prater Spiller

A Day in the Life: PLC at Work in Action

Most people would sooner experience a sermon than merely hear it. What does it really look like when our PLC processes are running smoothly? How do our roles change? Through videos, participants in this session experience highly effective school teams unpacking standards, evaluating student work, and developing a schoolwide protocol, as well as a clip showing a school building the capacity of PLC leaders. Bring your popcorn and be ready to discuss your current realities compared to those you observe here. Design your own best day in your site or district PLC journey.

Participants in this session:

- Observe the action of a highly effective team as it works through the process of unpacking standards.
- Examine a team collaboratively evaluating student work.
- Recognize their current realities and plan next steps.

Amanda Ziaer

Collaborative Teams Start With Our Standards

Collaborative teams are the lynchpin of change on a school campus and the work of teams starts with looking at state standards. Teams must also be monitored and supported by the right people. Setting the groundwork for teams to succeed entails both establishing the right foundational conditions and providing effective monitoring and support from the right people. Participants are introduced to using accountability calendars for teams, setting SMART goals, unpacking standards, employing data protocols, and analyzing students' needs by standard.

Outcomes from this session include:

- Determining the foundational conditions for the development of collaborative teams
- Identifying essential standards and the team's role in using them

- Understanding the value of a guaranteed and viable curriculum
- Unpacking essential standards
- Aligning standards to assessments and grading
- Using data protocols for teams

Session Descriptions—Day 2

KEYNOTE

Brandon Jones

The North Star: Making Our Compelling Future a Reality

Poverty. Illness. Learning differences. Behavior problems. Lack of motivation. Social and emotional needs. Language barriers. Insufficient funding. Prerequisite skill gaps. Limited time and resources. Increased state and national expectations. Does this list sound familiar? If the answer is yes, then you likely recognize challenges that stand in the way of your school becoming all it could be. You could probably even add to that list!

The fact is, all schools struggle with issues that impede learning. Yet, some schools defy the odds year after year. These schools consistently make progress toward the type of school they want to become despite daunting obstacles. The secret to their success lies not in the newest shiny program or a charismatic leader. Instead, the answer is much more realistic, attainable, and sustainable than you might think.

In this session, Brandon Jones outlines how to create your own North Star, a steadfast navigation point your team uses to make decisions and commitments that improve culture, learning, and growth for students and educators alike.

MORNING BREAKOUT SESSIONS

Casey Ahner

Data Rules! Using Student Data to Inform Effective Instruction, Remediation, and Enrichment

Casey R. Ahner shows participants how to effectively use student data to improve professional practice and respond to student needs by name and by skill. Participants look at the data analysis process and response.

John D. Ewald

Planning for High-Quality Teaching and Learning

Quality instruction and learning start with quality planning. Learn and practice effective and proven methods to plan for quality instruction and in turn quality learning with your collaborative team in a PLC at Work.

Participants in this session can expect to:

- Learn and practice effective planning protocols for high-quality teaching and learning.
- Develop a plan of action for how best to apply their learning from this session to their own school-based collaborative team in a PLC at Work.

Brandon Jones

Abandoning Archaic Practices: Motivating and Preparing Generation Z Students

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

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

Participants can expect to:

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

Mike Mattos

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

If the fundamental purpose of being a professional learning community is to ensure all students learn at high levels, then there must be time embedded during the school day to provide students extra time and support to succeed. This session provides real examples showing how to create time for supplemental and intensive interventions.

Participants learn specific steps to implement a flexible secondary intervention period, including how to:

- Determine what interventions to offer each week.
- Require students to attend specific interventions.
- Monitor student attendance.
- Allocate staff.
- Extend student learning.
- Address potential obstacles.
- Do all this within teachers' contractual obligations.

Maria Nielsen

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.

Mark Onuscheck

Evidence-Based Grading Practices: Promoting Formative Growth and Achievement for Every Student

Participants in this session reflect on traditional assessment and grading practices and reconsider how an evidence-based approach can promote greater formative growth and achievement in every student. They examine and question the value of long-standing, traditional grading practices. Participants are encouraged to reconsider how grading practices could be better used to foster greater team collaboration along with the formative growth and achievement of every student.

Participants:

- Reflect on traditional assessment and grading practices.
- Consider how grading practices can foster formative growth and achievement in every student.
- Consider how grading practices can promote more authentic team-based collaboration.

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.

Darwin Prater Spiller

More Than Baking Cookies: Making Parents Crucial Members of the Learning Team

All too often, parents are relegated to stapling, labeling, or baking as school volunteers. In reality, learning teams cannot fully communicate their high expectations to students or get to the high levels of

learning they desire without parents on their teams as working partners outside school. Darwin Prater Spiller shares ideas, tools, and stories of how his staff built a learning community with parents as vital partners.

Participants in this session:

- Engage in discussion on national data trends regarding parental involvement.
- Collaboratively create a toolkit of evidence-based strategies.
- Learn how to assess and celebrate parents' unique abilities and experiences.

Amanda Ziaer

What Do We Do When Our Kids Don't Learn?

How important is question three of the four critical questions of a PLC? Amanda Ziaer elucidates how she led two different middle schools in creating and using advisory time during the school day to address critical question three: What do we do when our kids do not learn? These schools, from different districts, that shared the common purpose of increasing learner achievement, focused on the intersection of PLCs and RTI and the collaborative team's role in utilizing best practices to support learning.

Participants in this session:

- Examine a sample advisory schedule and mastery schedule.
- Hear about an advisory's guidelines for its tight and loose culture.
- Explore the four essential elements of an effective intervention system.
- Consider the benefits and drawbacks of a collaborative team's use of data.
- Review an example of a data protocol.

AFTERNOON BREAKOUT SESSIONS

Casey Ahner

Are We Collaborating, Coordinating, Cooperating, or Coblaborating?

Casey R. Ahner shows participants the essential actions of a team as they answer the four critical questions to determine what products teams can and should create when they do the *right* work. Participants learn protocols that will increase any team's efficiency and efficacy.

John D. Ewald

Leading With Clarity and Support

How can central office staff support collaborative teams in a PLC at Work? When collaborative teams in a PLC at Work are provided autonomy with accountability, central office staff can play a key role in the clarity, coaching, and support of those teams. Participants briefly review strategies to support collaborative teams in a PLC at Work, consider scenarios demonstrating common challenges of

collaborative teams, and work collaboratively to develop an action plan to address the needs of collaborative teams they are working with.

Participants in this session can expect to:

- Understand the role central office staff members can play in supporting school-based collaborative teams in a PLC at Work.
- Gain shared understanding of effective strategies to support collaborative teams.
- Develop a plan of action to support collaborative teams.

Brandon Jones

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

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

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

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

Participants in this session:

- Discover how to increase reliability in the data that teams collect.
- Examine the three main uses for data in a collaborative team.
- Learn how to use a protocol to increase efficiency.
- Practice engaging in this process using a real-world scenario.

Mike Mattos

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

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

Participants can expect to:

- Learn how the entire school—the entire PLC—must work together to teach essential behaviors.

- Apply the four critical questions of the PLC at Work process to identify, teach, assess, and intervene around essential behaviors.
- Consider systematic, tiered supports to target behavior interventions.

Maria Nielsen

Elementary ELA Strategies to Keep Your Students on Track

Maria Nielsen takes educators on an interactive journey to gain new and exciting ELA and writing strategies as a team. In this fast-paced session, elementary teachers gain clarity about ELA standards and explore how reading and writing go hand in hand for increased student learning. Participants also learn how to focus on year-long essential standards while using a district-prescribed curriculum.

Participants in this session:

- Gather tools and graphic organizers to connect reading and writing.
- Understand learning progressions on literacy-focused instruction and assessment.
- Overlay essential standards with district-prescribed curricula.
- Examine research-based teaching strategies to improve classroom instruction.

Mark Onuscheck

Social-Emotional Learning Radiates in a PLC Culture

In bold and thoughtful ways, schools must focus more mindfully on the SEL development of students. This session focuses on the underlying SEL skills that support academic achievement and student growth to promote a school culture dedicated to student well-being. Participants learn how the culture of a professional learning community can: 1) support the SEL skill development of every student, 2) support classroom environments that explicitly address SEL skill development, and 3) build school cultures that nurture SEL skills as a priority in student development.

Participants can expect to:

- Learn how a PLC works to support SEL for every student.
- Investigate how the classroom environment can explicitly support SEL.
- Discuss the function of SEL data to build a stronger school culture.

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.

Darwin Prater Spiller

A Day in the Life: PLC at Work in Action

Most people would sooner experience a sermon than merely hear it. What does it really look like when our PLC processes are running smoothly? How do our roles change? Through videos, participants in this session experience highly effective school teams unpacking standards, evaluating student work, and developing a schoolwide protocol, as well as a clip showing a school building the capacity of PLC leaders. Bring your popcorn and be ready to discuss your current realities compared to those you observe here. Design your own best day in your site or district PLC journey.

Participants in this session:

- Observe the action of a highly effective team as it works through the process of unpacking standards.
- Examine a team collaboratively evaluating student work.
- Recognize their current realities and plan next steps.

Amanda Ziaer

Building a Solid Foundation for PLC at Work

How do principals get started with the work of a PLC? Building shared knowledge and creating consensus are key components of any kind of school change. It's important that you have the consensus of staff before moving forward, or the structures and practices you put in place will be at the mercy of individual teachers. Your leadership team, guiding coalition, and collaborative teams are the lynchpin of change on a campus, so their work must be explicit and clearly understood by all stakeholders.

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- Identify quick strategies to help support the learning and understanding of different aspects of getting their campus started in a PLC at Work.
- Understand the role of collaborative teams versus the role of a leadership or guiding coalition team.
- Assess the PLC journey of teams and school.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Casey Ahner

Data Rules! Using Student Data to Inform Effective Instruction, Remediation, and Enrichment

Casey R. Ahner shows participants how to effectively use student data to improve professional practice and respond to student needs by name and by skill. Participants look at the data analysis process and response.

John D. Ewald

Building, Maintaining, and Repairing Trust: A Key Ingredient for the Success of Collaborative Teams in a PLC at Work

How can a collaborative team in a PLC at Work systematically build, maintain, and repair trust—a key ingredient for success—among their team? Participants learn the role trust plays in collaborative teams in a PLC at Work as well as apply their learnings in real-life applications and scenarios.

Participants in this session can expect to:

- Understand the role trust plays in a collaborative team in a PLC at Work.
- Apply learnings to their own collaborative teams in a PLC at Work.
- Develop a plan of action to support the building, maintaining, and repairing of trust in their collaborative team in a PLC at Work.

Brandon Jones

Built to Last: Culture That Withstands the Storms

Reforming schools to become professional learning communities takes more than changing policies, practices, and products. It requires that a school examine the foundational beliefs and behaviors on which it is built: the culture. Building (or rebuilding) a healthy school culture can seem like a daunting task, especially if significant resistance is encountered early in the change process.

As a result, some leaders choose to turn a blind eye to the beliefs and behaviors that impact the school's success. After all, it's easier to change the master schedule, purchase a new online program, or hand out jeans passes than it is to influence the thinking of others!

In this session, participants analyze the work of Anthony Muhammad, Luis F. Cruz, Rick DuFour, and Brandon Jones to design a practical plan for creating a culture that's built to last.

Participants can expect to:

- Examine the critical components of a healthy school culture.
- Learn how to establish a culture that is simultaneously loose and tight.
- Determine key factors for supporting and influencing people in their organization.

Mike Mattos

Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process

Becoming a professional learning community will not happen by luck, chance, or hope; it requires focused and effective leadership. In this breakout, Mike Mattos provides guiding principles, practical examples, and targeted tools to help leaders—site or district administration and teacher leaders—successfully support teacher teams.

Participants learn how to:

- Create an effective site leadership team.
- Develop and enforce team norms.
- Monitor and support the work of collaborative teams.

Maria Nielsen

The 15-Day Challenge: Win Quick, Win Often!

This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools nationwide are using this simple learning-assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:

- Clarify the work of collaborative teams.
- Establish steps for a guaranteed and viable curriculum.
- Explore the learning-assessing cycle in a unit of study.

Mark Onuscheck

Fostering Literacy in a Professional Learning Community: Why Every Teacher Is a Literacy Teacher

In this session, Mark Onuscheck explores how collaboration and literacy strategies work together to promote engagement, comprehension, and retention across all academic disciplines. Focused on student learning, this session builds collaborative discussions that promote how teachers can apply pre-reading, during-reading, and post-reading strategies to strengthen students' comprehension and critical thinking skills.

Participants can expect to:

- Learn how collaboration and literacy strategies promote student engagement, comprehension, and retention across all academic disciplines.
- Investigate the value of pre-reading, during-reading, and post-reading strategies.
- Generate insights into the value of literacy strategies that promote critical thinking.

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.

Darwin Prater Spiller

Do You Have the Guts to Take on a PLC Fixer Upper?

Many schools claim to be a professional learning community. They may have teams and give lip service to the idea, but often they are just practicing "PLC lite." True PLCs build a strong foundation, have a shared vision of what exemplary looks like, and are committed to the journey to get there.

Participants in this session:

- Discover how to prioritize resources to achieve their dream school.
- Identify the expertise of team members and use best practices strategically.
- Gather evidence of success for major transformational PLC components.
- Acquire strategies to avoid building blunders.

Amanda Ziaer

What Do We Do When Our Kids Don't Learn?

How important is question three of the four critical questions of a PLC? Amanda Ziaer elucidates how she led two different middle schools in creating and using advisory time during the school day to address critical question three: What do we do when our kids do not learn? These schools, from different districts, that shared the common purpose of increasing learner achievement, focused on the intersection of PLCs and RTI and the collaborative team's role in utilizing best practices to support learning.

Participants in this session:

- Examine a sample advisory schedule and mastery schedule.
- Hear about an advisory's guidelines for its tight and loose culture.
- Explore the four essential elements of an effective intervention system.
- Consider the benefits and drawbacks of a collaborative team's use of data.
- Review an example of a data protocol.

KEYNOTE

Regina Stephens Owens

Transformed People Transform People

Becoming a PLC requires that we become learners and embrace collective responsibility as we commit to continuous improvement.

Transformational learning is a matter of belief. What we believe about people impacts every process and procedure we deploy. Educators deserve both a life and a career. Let's design environments and experiences that ensure they learn. Regina Stephens Owens discusses the essentials required to develop a community of learners and a culture of collective responsibility.

Learning outcomes include:

- Designing and developing a culture based on mission, vision, and values
- Creating learning environments to ensure adults experience transformational learning
- Learning to coach competency, not just compliance