

Monday, June 23

6:30–8:00 a.m.	Registration and Continental Breakfast	America's Center Pre-Function
8:00–9:45 a.m.	Keynote —Sarah Schuhl <i>Being a PLC at Work Means 3 + 4 = 6</i>	America's Center Ballroom
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.	Keynote —Heather Friziellie <i>Let's Get to Work: Putting Our Learning Into Practice</i>	America's Center Ballroom

Tuesday, June 24

7:00–8:00 a.m.	Registration and Continental Breakfast	America's Center Pre-Function
8:00–9:45 a.m.	Keynote —Anthony Muhammad <i>Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever</i>	America's Center Ballroom
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.	America's Center Ballroom

Wednesday, June 25

7:00–8:00 a.m.	Continental Breakfast	America's Center Pre-Function
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 —Troy Gobble <i>It's All About the Learning: Activating the Three Big Ideas of a PLC In Your School</i>	America's Center Ballroom

Agenda is subject to change.

Breakout Sessions at a Glance

Rooms are listed beneath titles in *blue italics*.
A red asterisk* indicates session will be repeated.

Presenter	Monday, June 23		Tuesday, June 24		Wednesday, June 25
	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.
Heather Frizellie	Cultivating Educator Wellness: Bringing the Best Version of <i>You</i> Forward! <i>Room 231/232</i>	All Means All: Essential Actions for General and Special Educators to Ensure High Levels of Learning for <i>All</i> <i>America's Center Ballroom</i>	Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools <i>Room 231/232</i>	Braving Difficult Conversations <i>Room 231/232</i>	The 15-Day Challenge: Bringing PLC Practices to Life With Clarity and Efficiency <i>Room 231/232</i>
Troy Gobble	Proficiency-Based Instruction* <i>Room 230</i>	Bringing the Wonder Back to Your Science Classrooms: Implementing NGSS Practices Through Your PLC <i>Room 230</i>	Tired of Points? Navigating the Change to Evidence-Based Grading in a PLC* <i>Room 230</i>	Proficiency-Based Instruction <i>Room 230</i>	Tired of Points? Navigating the Change to Evidence-Based Grading in a PLC <i>Room 230</i>
Aaron Hansen	Hero Makers: A PLC Framework for Empowering Students to Own Their Learning Journey* <i>Room 241/242</i>	Owning Their Learning: Rethinking Intervention and Extension and Who Owns It* <i>Room 241/242</i>	Hero Makers: A PLC Framework for Empowering Students to Own Their Learning Journey <i>Room 241/242</i>	How to Develop PLCs for Singletons and Small Schools <i>Room 241/242</i>	Owning Their Learning: Rethinking Intervention and Extension and Who Owns It <i>Room 241/242</i>
Jacqueline Heller	Aligning Instruction and Assessment With Essential Standard Learning Targets <i>Room 100</i>	Communicating and Collaborating on Student Learning Goals* <i>Room 100</i>	Assessment Can Look Different in Early Childhood (PreK–2) <i>Room 100</i>	TEAMS Transform Literacy Outcomes for Students in a PLC at Work <i>Room 100</i>	Communicating and Collaborating on Student Learning Goals <i>Room 100</i>
Pamela Liebenberg	Strategies for Effective Collaborative Meetings* <i>Room 105</i>	Custom-Tailoring Student Success Through Differentiation* <i>Room 105</i>	Building a Strong Foundation: Effective Strategies for Hiring, Orienting, and Retaining Staff in a PLC at Work School <i>Room 105</i>	Strategies for Effective Collaborative Meetings <i>Room 105</i>	Custom-Tailoring Student Success Through Differentiation <i>Room 105</i>

Presenter	Monday, June 23		Tuesday, June 24		Wednesday, June 25
	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.
Anthony Muhammad	Collaboration Is a Lifestyle, Not a Meeting! <i>America's Center Ballroom</i>	Moving From PLC <i>Lite</i> to PLC <i>Right</i> ! <i>Room 231/232</i>	"So, How Do We Get Buy-In?" Leveraging the Guiding Coalition to Build Consensus <i>America's Center Ballroom</i>	Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change <i>America's Center Ballroom</i>	We Are Ready for PLC Greatness! How Do We Go Back and Convince Others to Join In? <i>America's Center Ballroom</i>
Michael Roberts	The Language of Possibility <i>Room 101/102</i>	The Data Session for People Who Don't Like Data and Those Who Want to Use It Better* <i>Room 101/102</i>	Shifting From <i>Me</i> to <i>We</i> <i>Room 101/102</i>	Extending the Learning: Supporting Question Four Kids <i>Room 101/102</i>	The Data Session for People Who Don't Like Data and Those Who Want to Use It Better <i>Room 101/102</i>
Sarah Schuhl	Acceleration: It Takes a Team!* <i>Room 103/104</i>	Math Success for All: Team-Based Tier 1 and Tier 2 Interventions That Work! <i>Room 103/104</i>	Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools <i>Room 103/104</i>	From Scores to Learning: Effective Grading Practices <i>Room 103/104</i>	Acceleration: It Takes a Team! <i>Room 103/104</i>
Aisha Thomas	Coaching in a PLC* <i>Room 240</i>	The R.E.A.L. Deal of Unwrapping Essential Standards for Collaborative Teams <i>Room 240</i>	Creating an Effective Guiding Coalition <i>Room 240</i>	The R.E.A.L. Deal of Unwrapping Essential Standards for Collaborative Teams* <i>Room 240</i>	Coaching in a PLC <i>Room 240</i>

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Sarah Schuhl

Being a PLC at Work Means $3 + 4 = 6$

A professional learning community focuses on ensuring learning for all students, but what does that *really* mean across a school or district? How do leaders and collaborative teams in a PLC work to accomplish high levels of student learning? A school or district operating as an effective PLC at Work personifies **three** big ideas while using **four** critical questions to guide the work of collaborative teams. Within such a framework, **six** characteristics emerge. The work can seem daunting without a roadmap or vision for how to collaborate efficiently and effectively. Sarah Schuhl clarifies this work using practical tools, protocols, and examples.

MORNING BREAKOUT SESSIONS

Heather Friziellie

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

Troy Gobble

Proficiency-Based Instruction

To build a class that is centered on student proficiency, the traditional model of instruction must change. A teacher must be clear not only on what they want students to learn but how they want them to learn it. A teacher-centered classroom simply cannot facilitate meaningful learning experiences for students in a proficiency-based learning environment. Participants in this session examine instructional design and delivery models that support proficiency-based assessment and grading and learn how to develop an instructional plan to support students as they reflect on their own learning.

Participants in this session:

- Plan lessons that focus on *how* students learn rather than *what* they learn.
- Make instructional shifts to ensure students reach proficiency expectations.
- Understand the relationship between instruction and assessment strategies.

Aaron Hansen

Hero Makers: A PLC Framework for Empowering Students to Own Their Learning Journey

All too often students sit passively in compliance doing just enough to get by, while others refuse to even try. Shift students' mindsets from one of compliance, apathy, and even victimization to a new story of hope where they become the hero in their own story. Help learners discover purpose, ownership, and the courage to try, face failure, and persevere. This is a new story for teachers and leaders, too—one of renewed fulfillment, purpose, and excitement for their work as they use the six-step framework to help students develop a strong sense of self-efficacy and motivation.

Participants in this session:

- Learn how to use a six-step framework for helping students take ownership:
 - Set goals, develop relationships, self-assess, track progress, make choices, engage in metacognition, and develop a vision for the future, all to develop a strong sense of self-efficacy.
 - Understand some of the psychological and sociological principles of why students often don't really try and the steps to change their mindset.
- Become re-inspired and reinvigorated for their profession!

Jacqueline Heller

Aligning Instruction and Assessment With Essential Standard Learning Targets

How do we meet students where they are and actually move them toward proficiency on the essential standards? Teams must not only identify what is most essential for all students to learn, but also create a learning progression for their essential standards and collectively develop a plan

of action through the teaching-assessing-learning cycle that maximizes opportunities for students to become proficient with learning tasks aligned to specific learning targets.

Participants learn how to:

- Deconstruct essential standards into learning targets arranged in a learning progression.
- Prioritize and pace the learning across the year with proficiency maps.
- Align purchased curriculum materials to team-developed learning targets.
- Create or curate assessments with tasks and questions that yield actionable data for specific learning targets.

Pamela Liebenberg

Strategies for Effective Collaborative Meetings

Are your collaborative meetings masterpieces or missed opportunities? Participants learn strategies for planning, conducting, and concluding effective collaborative meetings. Join Pamela Liebenberg for an insightful session that promises to transform your approach to collaborative meetings, turning them into powerful catalysts for team success from the district, to the school, and to classrooms. Supported by the book *Leading PLCs at Work Districtwide: From the Boardroom to the Classroom* (Solution Tree, 2021), Dr. Liebenberg shares how to collaborate effectively for continuous improvement and high levels of learning for all students.

Participants in this session:

- Clarify the components of a successful meeting framework.
- Implement strategies to encourage active participation and open communication among team members.
- Apply techniques for managing time effectively and addressing challenges during meetings.
- Enhance accountability and follow-through by mastering key facilitation techniques.

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

Anthony Muhammad addresses the collaborative characteristics of a high-performing PLC. Participants explore how teachers, support staff, school administrators, and central office all work together to improve school performance. Dr. 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

Michael Roberts

The Language of Possibility

Many educators talk negatively about students and peers and then justify their language as just “blowing off steam.” In this session, Michael Roberts demonstrates that language *does* matter. Participants are introduced to how brain anatomy can make some people hold an inherently negative bias and how that bias can be modified.

Participants in this session:

- Gain an understanding of how one’s language can negatively affect expectations for students’ achievement.
- Explore how word choice reveals implicit biases and why those biases must be addressed.
- Acquire skills for addressing colleagues who use negative language when discussing students and peers.

Sarah Schuhl

Acceleration: It Takes a Team!

It can be frustrating when students do not advance to the next grade level or course having learned the standards required to be successful. What is your team to do? The answer is not remediation but acceleration. Accelerating student learning to grade level and beyond requires that teachers across a team determine how students will learn grade-level essential standards every day and simultaneously work to connect prior-knowledge standards through classwork, interventions, and extensions. In this session, Sarah Schuhl shares practical tools and strategies for planning and teaching in an acceleration model.

Participants in this session:

- Learn how to plan for acceleration.
- Explore instructional practices designed to accelerate student learning in core instruction.
- Consider how to accelerate learning through intentional and targeted interventions and extensions.

Aisha Thomas

Coaching in a PLC

Participants in this session explore *Learning by Doing*, 4th ed. (Solution Tree, 2024), otherwise known as the handbook for professional learning communities. Participants learn the key points of each chapter with a focus on coaching through cultural shifts in a PLC. Aisha Thomas uses continuums to guide the work and leads teams in reflection on the PLC process.

Participants can expect to:

- Review and reflect on the components of cultural shifts in a PLC.
- Understand a culture that is simultaneously loose and tight.

AFTERNOON BREAKOUT SESSIONS

Heather Friziellie

All Means All: Essential Actions for General and Special Educators to Ensure High Levels of Learning for All

Participants explore the concepts from *Yes We Can: General and Special Educators Collaborating in a Professional Learning Community* (Solution Tree, 2016) and its new companion book *All Means All: Essential Actions for Leveraging Yes We Can!* (Solution Tree, 2025). These concepts focus on fostering collaboration between general and special educators to achieve high levels of learning for *all* students by addressing personal and systemic beliefs, aligning systems, and adopting inclusive practices.

Participants in this session:

- Understand the six core principles from *Yes We Can* and their relevance to inclusive practices.
- Examine personal and systemic beliefs about students, learning, and educators' roles.
- Reflect on current practices to identify gaps and align actions with the belief that all students can learn at high levels through specific strategies.
- Develop actionable next steps to strengthen collective commitment and shared ownership in the PLC process.

Troy Gobble

Bringing the Wonder Back to Your Science Classrooms: Implementing NGSS Practices Through Your PLC

Next Generation Science Standards for science and engineering explain how to explore the universe and describe expectations for how students should engage in inquiry-style lessons. Participants in this session examine how teachers collaborate to deepen their understanding of science practices and create meaningful experiences for students.

Participants in this session:

- Gain an appreciation for NGSS science and engineering practices.
- Explore the differences between traditional teaching and inquiry-based learning through science and engineering.
- Focus on the impact collaborative practices have on student and teacher learning.

Aaron Hansen

Owning Their Learning: Rethinking Intervention and Extension and Who Owns It

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 facilitator who intentionally develops students into learners. This process involves helping students self-assess, monitor, and self-select intervention or extension, resulting in decreased teacher stress, better results, and a method for intentionally developing students' sense of self-efficacy.

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 that students have a voice, choice, and mobility in the intervention and extension process.
- Be reinspired and reinvigorated for their profession!

Jacqueline Heller

Communicating and Collaborating on Student Learning Goals

How can classroom teachers, special educators, interventionists, and all adults who support a student's learning better monitor and celebrate student progress toward proficiency? In a professional learning community where we take collective responsibility for the learning of all students, there must be protocols and tools for goal setting and progress monitoring so that our efforts lead to higher levels of learning.

Participants in this session:

- Use a data protocol to guide collaborative discussions to determine which students need support with which learning targets.
- Develop tools such as goal cards for communication, feedback, and goal setting with students to focus on and celebrate learning the essential standards.
- Explore collaborative progress-monitoring tools so those who provide initial instruction as well as intervention and special services can share data, prompts, and resources to better help students transfer learning across settings.

Pamela Liebenberg

Custom-Tailoring Student Success Through Differentiation

If you have ever wondered how to use differentiation in your classroom to reach the needs of all learners, this session is for you! Participants focus on differentiation through the lens of critical questions three and four of a PLC (What do we do when students don't understand? and What do we do when students already know it?) Pamela Liebenberg provides participants with the background knowledge and skill sets needed to differentiate instruction for both high- and

low-performing students. Through surveys, discussions, and hands-on activities, participants leave with a toolbox of strategies for differentiated instruction.

Participants in this session:

- Develop an understanding of the meaning of differentiation.
- Learn how to differentiate instruction for students who do not understand.
- Explore differentiation for instruction through enrichment and extension activities for high-performing students.

Anthony Muhammad

Moving From PLC *Lite* to PLC *Right*!

The PLC at Work process has been accessible to educators for 27 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, participants explore the key leverage points that will guide any school into PLC excellence!

Participants in this session:

- Understand the importance and interdependence of the six “tight” elements of a PLC.
- Benefit from over 26 years of PLC research on the most effective practices used to secure full staff commitment to the PLC process.
- Examine surveys and rubrics to measure and assess a staff’s current reality in the PLC process.

Michael Roberts

The Data Session for People Who Don’t Like Data and Those Who Want to Use It Better

Data is all around. But until it is refined and defined, data is pretty much useless. Participants in this session explore practices for collecting, analyzing, and using data to help students learn more, all the while remembering that behind each number is a child. This child-centered approach to data will help teams react to student learning more quickly and effectively.

Participants in this session:

- Learn strategies to use data in more meaningful ways.
- Gain an understanding of the difference between correlative and causal data and why causal data more effectively supports students.
- Discover the “decision pull” strategy for considering data and how it can save their collaborative team many hours of frustration.

Sarah Schuhl

Math Success for All: Team-Based Tier 1 and Tier 2 Interventions That Work!

Mathematics collaborative teams are made of teachers who work tirelessly to grow student learning. Yet, despite every effort, too many students in too many schools are struggling. Why? What can be done? It starts with mathematics teams having an intentional and focused learning plan for the year, for every unit of instruction, and for each daily lesson. Participants in this session explore how teams effectively plan for grade-level learning in each unit and give students access to learning grade-level standards in lessons through targeted Tier 1 and Tier 2 interventions.

Participants use the Mathematics in a PLC at Work™ Tier 1 and Tier 2 Intervention Framework to:

- Examine research-affirmed teaching actions that maximize student learning during a mathematics lesson (Tier 1).
- Explore team actions and strategies for accelerating student learning to grade level and above using intentional Tier 1 and Tier 2 instruction.

Aisha Thomas

The R.E.A.L. Deal of Unwrapping Essential Standards for Collaborative Teams

Participants in this session learn the importance of a guaranteed and viable curriculum. Aisha Thomas demonstrates how to correctly identify essential standards as a team using the R.E.A.L. protocol. Participants learn how to unwrap the gift of essential standards to create team-based learning targets aligned with the standard's rigor level.

Participants can expect to:

- Learn how to review and prioritize their state standards.
- Align depth of knowledge to each learning target.
- Identify common vocabulary, background knowledge, and scaffolds needed for students.

AFTERNOON KEYNOTE

Heather Friziellie

Let's Get to Work: Putting Our Learning Into Practice

In this interactive session, participants are supported in applying the learning from the first day along with experience and expertise to collaboratively consider how to navigate different frequently occurring scenarios. Heather Friziellie provides a true think tank where ideas are shared, potential issues are discussed, and solutions are brainstormed!

Session Descriptions—Day 2

KEYNOTE

Anthony Muhammad

Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever

This decade has proven that there is only one constant, and that constant is change. We have experienced a global pandemic and different political parties leading the government. Despite all this change, children still need to be educated, and the best way to educate them, regardless of external dynamics, is to operate as a professional learning community. Schools that create healthy, strong cultures produce an environment where PLCs can thrive. Participants in this session explore why a focus on healthy school culture is timeless and why it is our responsibility to create a learning-focused environment today, tomorrow, and forever.

Participants in this session:

- Understand the contemporary factors that impact school culture and why these challenges must be addressed effectively.
- Understand the interdependent relationship between professional habits, behaviors, and student learning.
- Learn practical ways to improve their school culture immediately in the pursuit of PLC greatness.

MORNING BREAKOUT SESSIONS

Heather Friziellie

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.

Troy Gobble

Tired of Points? Navigating the Change to Evidence-Based Grading in a PLC

Moving from a traditional points-based grading system to a standards-based system can be a daunting task. In this session, Troy Gobble dives into the relationship between grading practices

and student learning and focuses on how to lead change in the grading system at the classroom, school, and district level.

Participants in this session:

- Rethink the assumptions and problems with a traditional grading system.
- Explore how an evidence-based grading system can better support student learning.
- Examine the elements required to change the culture and grading practices throughout a school.

Aaron Hansen

Hero Makers: A PLC Framework for Empowering Students to Own Their Learning Journey

All too often students sit passively in compliance doing just enough to get by, while others refuse to even try. Shift students' mindsets from one of compliance, apathy, and even victimization to a new story of hope where they become the hero in their own story. Help learners discover purpose, ownership, and the courage to try, face failure, and persevere. This is a new story for teachers and leaders, too—one of renewed fulfillment, purpose, and excitement for their work as they use the six-step framework to help students develop a strong sense of self-efficacy and motivation.

Participants in this session:

- Learn how to use a six-step framework for helping students take ownership:
 - Set goals, develop relationships, self-assess, track progress, make choices, engage in metacognition, and develop a vision for the future, all to develop a strong sense of self-efficacy.
 - Understand some of the psychological and sociological principles of why students often don't really try and the steps to change their mindset.
- Become re-inspired and reinvigorated for their profession!

Jacqueline Heller

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

The collaborative and data-driven process of PLCs applies not just to those in the high-stakes testing grades. Educators who teach PreK–2 have specific considerations when collecting data that allow them to be responsive and monitor their youngest students' learning in a way that may look different than in upper grades.

Participants in this session:

- Learn how to accelerate student progress toward proficiency by creating targeted learning progressions that meet each student where they are and move them forward.
- Explore assessment techniques, tasks, and tools for team-developed assessments for academic content and social-emotional learning in early childhood.

- Use age-appropriate student goal setting and progress-monitoring tools that allow them to use data to achieve better results for young learners.

Pamela Liebenberg

Building a Strong Foundation: Effective Strategies for Hiring, Orienting, and Retaining Staff in a PLC at Work School

Are you ready to transform your school by attracting, hiring, and retaining exceptional educators who work well together and thrive in a PLC? Pamela Liebenberg provides participants strategies based on the PLC at Work process for attracting applicants to their school, interviewing applicants, introducing new team members to the PLC process, and retaining veteran staff members. This session is inspired by *Learning by Doing* (Solution Tree, 2016) by DuFour, DuFour, Eaker, Many, and Mattos and *Powerful Guiding Coalitions* (Solution Tree, 2021) by Bill Hall.

Participants in this session:

- Learn techniques for attracting the right candidates for their school.
- Develop interviewing practices for candidates based on the big ideas of a PLC.
- Create a plan for introducing, supporting, and nurturing new staff members.
- Cultivate a school environment conducive to retaining veteran staff members.

Anthony Muhammad

"So, How Do We Get Buy-In?" Leveraging the Guiding Coalition to Build Consensus

In his more than 23 years as a PLC leader, the question Anthony Muhammad gets most often is: How do we get buy-in? In this session, Dr. Muhammad provides research guidance on responding to resistance and strategically building consensus for the PLC at Work process. Participants in this session lean on the change management framework presented in *Time for Change: Four Essential Skills for Transformational School and District Leaders* (Solution Tree Press, 2019) coauthored by Anthony Muhammad and Luis Cruz. This framework leverages four critical leadership skills proven to build consensus: 1) communication, 2) trust building, 3) capacity building, and 4) accountability.

Participants can expect to:

- Learn how to organize and sustain a functional guiding coalition.
- Learn how to apply the *Time for Change* framework to real-world problems.
- Learn how to properly assess their culture and strategically plan to overcome resistance to change.

Michael Roberts

Shifting From *Me* to *We*

Becoming a true professional learning community is difficult. It takes time and commitment. The process, and the people who believe in the process, will be challenged. In this session, Michael

Roberts focuses on how to push through those challenges and to keep moving forward to better serve students. The journey to becoming interdependent, accountable teams is crucial. It is this journey that keeps a professional learning community growing and evolving to meet the needs of all students.

Participants in this session:

- Discover how to create a long-term vision for their district or school and understand the skills it takes to make that vision a reality.
- Understand the importance of developing interdependence among the staff in their district or school.

Sarah Schuhl

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.

Aisha Thomas

Creating an Effective Guiding Coalition

Participants in this session learn how to create and facilitate successful guiding coalitions. Aisha Thomas discusses the foundations of a guiding coalition, ideas and resources on the logistics of managing a guiding coalition, how to work with norms and a consensus model, and how to design discussion topics on critical issues for team consideration.

Participants can expect to:

- Explore a variety of resources and templates for managing the work of guiding coalitions.
- Learn about the "fist to five" decision-making model.

AFTERNOON BREAKOUT SESSIONS

Heather Friziellie

Braving Difficult Conversations

All leaders face situations in which difficult conversations must occur to ensure necessary progress and improvement. Participants in this session define crucial conversations and practice engaging in both sides of the dialogue to build toolboxes and increase comfort levels with this task moving forward.

Participants in this session:

- Understand the *what* and *why* of a brave conversation.
- Learn about essential steps for having brave conversations.
- Practice these steps during a structured activity, taking time to reflect and plan for action moving forward.

Troy Gobble

Proficiency-Based Instruction

To build a class that is centered on student proficiency, the traditional model of instruction must change. A teacher must be clear not only on what they want students to learn but how they want them to learn it. A teacher-centered classroom simply cannot facilitate meaningful learning experiences for students in a proficiency-based learning environment. Participants in this session examine instructional design and delivery models that support proficiency-based assessment and grading and learn how to develop an instructional plan to support students as they reflect on their own learning.

Participants in this session:

- Plan lessons that focus on *how* students learn rather than *what* they learn.
- Make instructional shifts to ensure students reach proficiency expectations.
- Understand the relationship between instruction and assessment strategies.

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.

Participants in this session:

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

Jacqueline Heller

TEAMS Transform Literacy Outcomes for Students in a PLC at Work

Reading proficiently lays the foundation for achievement in all aspects of learning. Educators ensure high levels of literacy by identifying what is most essential from the seemingly unending scope of literacy learning, standards, and research. When teams build shared learning in how to identify, prioritize, and clarify essential learning targets, then align their assessment practices to those literacy learning targets, they can better ensure high levels of literacy learning for every child, every day.

Participants in this session gain tools to help teams:

- Understand the TEAMS framework for guiding collaborative time to focus on student learning in literacy.
- Prioritize time within their literacy block for the components that increase essential literacy outcomes by grade-level band.
- Access and utilize templates and protocols to improve literacy for all.

Pamela Liebenberg

Strategies for Effective Collaborative Meetings

Are your collaborative meetings masterpieces or missed opportunities? Participants learn strategies for planning, conducting, and concluding effective collaborative meetings. Join Pamela Liebenberg for an insightful session that promises to transform your approach to collaborative meetings, turning them into powerful catalysts for team success from the district, to the school, and to classrooms. Supported by the book *Leading PLCs at Work Districtwide: From the Boardroom to the Classroom* (Solution Tree, 2021), Dr. Liebenberg shares how to collaborate effectively for continuous improvement and high levels of learning for all students.

Participants in this session:

- Clarify the components of a successful meeting framework.
- Implement strategies to encourage active participation and open communication among team members.
- Apply techniques for managing time effectively and addressing challenges during meetings.
- Enhance accountability and follow-through by mastering key facilitation techniques.

Anthony Muhammad

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

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

Participants can expect to:

- Examine their responsibility to educate *all* students—without exception!
- 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).

Michael Roberts

Extending the Learning: Supporting Question Four Kids

Participants focus on effectively answering question four of a professional learning community (the most neglected question): What do we do when students already know it? Michael Roberts provides participants ideas for creating meaningful extensions to build student skills, ways to take advantage of student interests, and the means to support the social development of proficient students. Participants in this session also discuss pitfalls in building extensions and develop strategies to make the work of collaborative teams more efficient.

Participants in this session:

- Explore why teams fail to adequately address question four of a PLC.
- Discover ways to ensure teams effectively answer the fourth question by building effective extensions for students who have demonstrated proficiency.
- Understand the process for building skills and increasing interest through social extensions to ensure high levels of learning for all students.

Sarah Schuhl

From Scores to Learning: Effective Grading Practices

Teachers use grades to report student learning in grade books and on report cards. Essential questions about grading include: How do grades align with student learning and provide feedback? What is the purpose of each grade? Are grades consistent across a collaborative team? Who uses this information? As instructional and assessment practices shift to meet rigorous standards, grades too often are afterthoughts that muddy accurate reports of student learning. Clarity is needed within districts, schools, and collaborative teams so that students and other stakeholders know the meaning of each grade reported and the evidence of student learning used to generate the grade.

Participants in this session:

- Examine challenges surrounding traditional grading practices.
- Explore grading practices that share accurate and useful information related to student learning.
- Investigate grading protocols to deepen collective responses to student learning.

Aisha Thomas

The R.E.A.L. Deal of Unwrapping Essential Standards for Collaborative Teams

Participants in this session learn the importance of a guaranteed and viable curriculum. Aisha Thomas demonstrates how to correctly identify essential standards as a team using the R.E.A.L. protocol. Participants learn how to unwrap the gift of essential standards to create team-based learning targets aligned with the standard's rigor level.

Participants can expect to:

- Learn how to review and prioritize their state standards.
- Align depth of knowledge to each learning target.
- Identify common vocabulary, background knowledge, and scaffolds needed for students.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Heather Friziellie

The 15-Day Challenge: Bringing PLC Practices to Life With Clarity and Efficiency

Teams can get stuck in knowing *how* to bring PLC practices to life in a way that has greater impact with increased efficiency. In this session, Heather Friziellie explores the 15-Day Challenge framework to help participants create wins in less time!

Participants in this session:

- Discuss the *what* and *why* of Maria Nielsen's 15-Day Challenge.
- Explore the 15-Day Challenge process by collaborating on a plan.
- Develop a plan for using the 15-Day Challenge structure in their classrooms.

Troy Gobble

Tired of Points? Navigating the Change to Evidence-Based Grading in a PLC

Moving from a traditional points-based grading system to a standards-based system can be a daunting task. In this session, Troy Gobble dives into the relationship between grading practices and student learning and focuses on how to lead change in the grading system at the classroom, school, and district level.

Participants in this session:

- Rethink the assumptions and problems with a traditional grading system.
- Explore how an evidence-based grading system can better support student learning.
- Examine the elements required to change the culture and grading practices throughout a school.

Aaron Hansen

Owning Their Learning: Rethinking Intervention and Extension and Who Owns It

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 facilitator who intentionally develops students into learners. This process involves helping students self-assess, monitor, and self-select intervention or extension, resulting in decreased teacher stress, better results, and a method for intentionally developing students' sense of self-efficacy.

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 that students have a voice, choice, and mobility in the intervention and extension process.
- Be re-inspired and reinvigorated for their profession!

Jacqueline Heller

Communicating and Collaborating on Student Learning Goals

How can classroom teachers, special educators, interventionists, and all adults who support a student's learning better monitor and celebrate student progress toward proficiency? In a professional learning community where we take collective responsibility for the learning of all students, there must be protocols and tools for goal setting and progress monitoring so that our efforts lead to higher levels of learning.

Participants in this session:

- Use a data protocol to guide collaborative discussions to determine which students need support with which learning targets.
- Develop tools such as goal cards for communication, feedback, and goal setting with students to focus on and celebrate learning the essential standards.
- Explore collaborative progress-monitoring tools so those who provide initial instruction as well as intervention and special services can share data, prompts, and resources to better help students transfer learning across settings.

Pamela Liebenberg

Custom-Tailoring Student Success Through Differentiation

If you have ever wondered how to use differentiation in your classroom to reach the needs of all learners, this session is for you! Participants focus on differentiation through the lens of critical questions three and four of a PLC (What do we do when students don't understand? and What do we do when students already know it?) Pamela Liebenberg provides participants with the background knowledge and skill sets needed to differentiate instruction for both high- and low-performing students. Through surveys, discussions, and hands-on activities, participants leave with a toolbox of strategies for differentiated instruction.

Participants in this session:

- Develop an understanding of the meaning of differentiation.
- Learn how to differentiate instruction for students who do not understand.
- Explore differentiation for instruction through enrichment and extension activities for high-performing students.

Anthony Muhammad

We Are Ready for PLC Greatness! How Do We Go Back and Convince Others to Join In?

After spending two transformational days learning about the power of PLC, most participants are ready to return home and get to work! Unfortunately, many of their colleagues did not share the experience. So, how do we go back home and get others on board? Anthony Muhammad outlines a process that will not only sustain the momentum experienced at this institute, but equip participants to convince others to join them on their PLC journey. Dr. Muhammad: 1) establishes philosophical agreement and shared purpose, and 2) addresses staff frustration and discomfort with change. Participants gain an abundance of practical strategies to start the process of transforming their culture when they return to their school.

Participants can expect to:

- Learn how to address counterproductive belief systems and form a cohesive team of student advocates.
- Understand how to analyze and manage staff frustration.
- Learn ways to understand and confront emotional barriers to improve their professional practice.

Michael Roberts

The Data Session for People Who Don't Like Data and Those Who Want to Use It Better

Data is all around. But until it is refined and defined, data is pretty much useless. Participants in this session explore practices for collecting, analyzing, and using data to help students learn more, all the while remembering that behind each number is a child. This child-centered approach to data will help teams react to student learning more quickly and effectively.

Participants in this session:

- Learn strategies to use data in more meaningful ways.
- Gain an understanding of the difference between correlative and causal data and why causal data more effectively supports students.
- Discover the "decision pull" strategy for considering data and how it can save their collaborative team many hours of frustration.

Sarah Schuhl

Acceleration: It Takes a Team!

It can be frustrating when students do not advance to the next grade level or course having learned the standards required to be successful. What is your team to do? The answer is not remediation but acceleration. Accelerating student learning to grade level and beyond requires that teachers across a team determine how students will learn grade-level essential standards every day and simultaneously work to connect prior-knowledge standards through classwork,

interventions, and extensions. In this session, Sarah Schuhl shares practical tools and strategies for planning and teaching in an acceleration model.

Participants in this session:

- Learn how to plan for acceleration.
- Explore instructional practices designed to accelerate student learning in core instruction.
- Consider how to accelerate learning through intentional and targeted interventions and extensions.

Aisha Thomas

Coaching in a PLC

Participants in this session explore *Learning by Doing*, 4th ed. (Solution Tree Press, 2024), otherwise known as the handbook for professional learning communities. Participants learn the key points of each chapter with a focus on coaching through cultural shifts in a PLC. Aisha Thomas uses continuums to guide the work and leads teams in reflection on the PLC process.

Participants can expect to:

- Review and reflect on the components of cultural shifts in a PLC.
- Understand a culture that is simultaneously loose and tight.

KEYNOTE

Troy Gobble

It's All About the Learning: Activating the Three Big Ideas of a PLC In Your School

Transforming the culture of a school into a professional learning community is an ongoing journey of improvement that requires a deep commitment to the key principles of the PLC process: learning, collaboration, and results. In this keynote, Troy Gobble discusses how the sustained PLC culture at Adlai E. Stevenson High School (the “birthplace” of the PLC at Work process) created an environment of continuous improvement focused on improving student learning.