

Monday, August 4

6:30–8:00 a.m.	Registration	Capitol Promenade
	Continental Breakfast	Grand Terrace
8:00–9:45 a.m.	Keynote —Mike Mattos <i>All In! Digging Deeper Into Becoming a True Professional Learning Community</i>	Exhibit Hall B
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 —Brig Leane <i>The Power of Shared Leadership</i>	Exhibit Hall B

Tuesday, August 5

7:00–8:00 a.m.	Registration and Continental Breakfast	Grand Terrace
8:00–9:45 a.m.	Keynote —Jeanne Spiller <i>Empowering People, Fueling Passion, Realizing Potential: Inspiring the Heart of PLCs</i>	Exhibit Hall B
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.	Exhibit Hall B

Wednesday, August 6

7:00–8:00 a.m.	Continental Breakfast	Grand Terrace
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 —Janel Keating <i>Doing the Right Work at the Right Time for the Right Reasons</i>	Exhibit Hall B

Agenda is subject to change.

Breakout Sessions at a Glance

Rooms are listed beneath titles in *blue italics*.

A red asterisk* indicates a repeat session.

Presenter	Monday, August 4		Tuesday, August 5		Wednesday, August 6
	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.
Kristen Bordonaro	Mastering Learning Standards in a PLC Framework <i>Meeting Room K</i>	Utilizing UDL and Differentiation to Empower All Learners to Achieve at High Levels <i>Meeting Room K</i>	Utilizing UDL and Differentiation to Empower All Learners to Achieve at High Levels* <i>Meeting Room K</i>	IEPs in a PLC: Harnessing the Power of Collaboration to Build Transformative IEPs <i>Meeting Room K</i>	Yes We Can: Creating Collaborative Learning Environments Where All Students Can Learn <i>Hall of Ideas G</i>
Tim Brown	Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting <i>Madison Ballroom C</i>	Becoming World Class: Steps, Processes, and Tools for Getting on the Same Page <i>Madison Ballroom C</i>	Using CFAs to Promote and Ensure Learning <i>Madison Ballroom C</i>	Making Grades an Effective Form of Feedback <i>Madison Ballroom C</i>	Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting* <i>Madison Ballroom C</i>
David Jones	Through the Eyes of a Child: Essential Actions to Develop a Student Learning Community <i>Hall of Ideas F</i>	How to Respond When Students Don't Learn: Developing a Multitiered System of Interventions <i>Hall of Ideas F</i>	Leadership Matters! How Site Principals and District Leaders Implement and Improve Results in a PLC <i>Hall of Ideas F</i>	The Bread and Butter of High-Functioning Collaborative Teams: Essential Actions to Improve Student Achievement <i>Hall of Ideas F</i>	Through the Eyes of a Child: Essential Actions to Develop a Student Learning Community* <i>Hall of Ideas F</i>
Timothy D. Kanold	Your Physical and Mental Wellness: Thriving at Work and at Home! <i>Madison Ballroom A & D</i>	On Becoming a PLC Leader: Training to Lead the PLC Life! <i>Madison Ballroom A & D</i>	Your PreK–12 PLC Mathematics Focus: Instruction, Intervention, and Tasks! <i>Madison Ballroom A & D</i>	JOY: Growing Strong Through Your Seasons of Life as a Teacher and Leader! <i>Madison Ballroom A & D</i>	Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life! <i>Madison Ballroom A & D</i>
Janel Keating	This Is Where It All Fits! The Well-Designed Unit Plan: From Standards to Assessments, Unit by Unit <i>Hall of Ideas G</i>	Elementary Interventions Beyond WIN Time <i>Hall of Ideas G</i>	Daunting Yet Doable: The Role of a Principal Leading Collaborative Teams <i>Hall of Ideas G</i>	Aligning PLCs Districtwide: From the Boardroom to the Classroom <i>Hall of Ideas G</i>	Are the Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams <i>Exhibit Hall B</i>

Presenter	Monday, August 4		Tuesday, August 5		Wednesday, August 6
	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.
Brig Leane	The PLC Dashboard: The Guide to Implementing and Sustaining the PLC Process <i>Hall of Ideas E</i>	Coaching Teams: Shifting From “What’s Wrong” to “What’s Next” <i>Hall of Ideas E</i>	Classroom and Instructional Management: Foundations for Student Learning <i>Hall of Ideas E</i>	Singletons: Finding Meaningful Collaboration When You Are a Team of One <i>Hall of Ideas E</i>	The PLC Dashboard: The Guide to Implementing and Sustaining the PLC Process* <i>Hall of Ideas E</i>
Mike Mattos	Are We a Group or a Team? <i>Exhibit Hall B</i>	MTSS and PLCs: Leveraging Collaboration to Effectively Intervene <i>Exhibit Hall B</i>	Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools <i>Madison Ballroom B</i>	Behavior Solutions: Using the PLC at Work Process to Teach Essential Behaviors <i>Exhibit Hall B</i>	Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process <i>Meeting Room K</i>
Jeanne Spiller	Mapping the Path to Mastery: Designing Learning Progressions and Formative Assessments <i>Madison Ballroom B</i>	All Means All: Essential Actions for General and Special Educators to Ensure High Levels of Learning for All <i>Madison Ballroom B</i>	Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools <i>Exhibit Hall B</i>	High-Impact Strategies for Low-Performing Schools Through the PLC Process <i>Madison Ballroom B</i>	High-Impact Strategies for Low-Performing Schools Through the PLC Process* <i>Madison Ballroom B</i>

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Mike Mattos

All In! Digging Deeper Into Becoming a True Professional Learning Community

The PLC at Work framework is the most research-based, practitioner-confirmed process to improve student and adult learning. Yet many schools and districts are failing to reap the benefits of their collaborative efforts because they fail to dig deeply and stay committed to the right work. Mike Mattos identifies the essential thinking and actions of a true professional learning community and discusses how each collectively creates an ongoing process of continuous improvement.

Participants in this session:

- Learn the three big ideas and four critical questions of the PLC at Work process.
- Understand how each critical question is not a singular act but instead requires never-ending cycles of focus to dig deeper into the right work.
- Assess their current reality and consider next best steps to improve learning for all.

MORNING BREAKOUT SESSIONS

Kristen Bordonaro

Mastering Learning Standards in a PLC Framework

While PLCs provide the structure for meaningful collaboration, their transformative potential is unlocked when teams leverage essential learning standards to guide instruction and drive student success. Participants in this session learn actionable strategies to identify and effectively implement essential standards. By focusing their work on these standards, teams can create alignment, foster consistency, and provide targeted support for every learner. With a special emphasis on PLC question three—What will we do if they haven't learned it yet?—participants gain insight into scaffolding learning, designing impactful interventions, and delivering meaningful supports that help all students achieve mastery. Participants leave energized and equipped to align their PLC practices with essential standards, creating a pathway to success for all learners—even those who are still working toward mastery.

Participants in this session:

- Understand how essential learning standards serve as the foundation for instruction, assessment, and intervention.
- Explore practical strategies to support students who are not yet mastering the content, closing learning gaps with targeted interventions and scaffolding.
- Leverage the four critical questions to guide collaborative work and improve outcomes for all students.

- Discover how to utilize student data effectively to monitor progress, refine instruction, and ensure mastery of standards.

Tim Brown

Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting

Educators in a school with a focus on learning promote a strong sense of self-efficacy in their students. Studies show this may be one of the greatest factors for student motivation and engagement. Participants in this session examine essential characteristics for building student self-efficacy and explore team-developed products and strategies for how to use them.

David Jones

Through the Eyes of a Child: Essential Actions to Develop a Student Learning Community

As teacher teams work to answer critical questions and improve student learning, one common challenge is finding meaningful strategies to connect students to the team process. How can we ensure our classroom structures and processes meet the needs of our students? In this session, David Jones argues that what teachers do to impact student achievement and what students do to improve their own success are both essential, but the actions students take to improve their learning can be especially critical to their overall success. Participants explore essential strategies to link student actions to both individual teaching efforts and the broader collaborative team process to motivate and engage students.

Participants in this session:

- Explore systems and strategies for creating a dynamic, supportive learning environment that motivates and engages students.
- Discover research-based lesson elements proven to enhance professional practice, student engagement, and achievement.
- Understand the role of student voice and feedback in improving classroom and school culture, while boosting student achievement.

Timothy D. Kanold

Your Physical and Mental Wellness: Thriving at Work and at Home!

In this decade, teaching and leading in pursuit of improved student achievement is hard to do well day in and day out. The work at hand takes its toll physically and mentally. During this highly interactive, sometimes funny, sometimes serious, and always engaging session, Timothy D. Kanold uses the Wellness Solutions for Educators™ framework to take a deep dive into the physical and mental wellness challenges that exist in the daily life of an educator. Improved sleep and rest, food and hydration, and movement are interwoven together as a result of daily decision making and intentional planning. Participants find themselves (re)invigorated, (re)inspired, and (re)connected to the benefits of a sustainable and thriving home and work life.

Participants can expect to:

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

Janel Keating

This Is Where It All Fits! The Well-Designed Unit Plan: From Standards to Assessments, Unit by Unit

Unit planning is one of the most important activities in which collaborative teams engage. While there is no “right” way for teams to plan instructional units, teams must pay attention to numerous things in the process. Participants discuss examples and view video clips of teacher teams effectively planning units of instruction—from standards and learning targets to end-of-unit common formative assessments.

Janel Keating walks participants through each step of the PLC at Work process. Teams learn to plan a unit of instruction from beginning to end and understand how a unit-of-instruction plan is tied to analyzing the data at the end of the unit. This session illustrates the continuous improvement cycle in action.

Brig Leane

The PLC Dashboard: The Guide to Implementing and Sustaining the PLC Process

How do administrators and teacher leaders know which teams and singletons need more time and support? If this can't be answered in seconds, other urgent issues will take priority, and educators on campus will begin to wonder if the professional learning community process is really a priority. In this session, Brig Leane gives district, campus, and teacher leaders insights into the three keys to starting (or restarting) the PLC process on campus, and how to monitor and sustain it in a way that is focused, produces quick wins, and is manageable.

Participants in this session:

- Examine three reasons educators struggle with the PLC process and how to address them.
- Clarify what teams are expected to produce.
- Learn methods to effectively monitor team and singleton progress.

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.

Jeanne Spiller

Mapping the Path to Mastery: Designing Learning Progressions and Formative Assessments

Participants in this session explore the power of learning progressions and formative assessment to drive student growth and achievement. Participants learn how to break down essential standards into clear, actionable progressions that guide instruction and assessment. By connecting learning progressions to effective formative assessment practices, Jeanne Spiller equips educators to monitor student progress, provide targeted feedback, and adapt teaching strategies to meet the diverse needs of learners.

Participants can expect to:

- Develop clear and actionable learning progressions aligned to essential standards.
- Design and implement formative assessment strategies that support and inform instruction.
- Use student evidence to identify next steps in learning and provide meaningful feedback to improve student outcomes.

AFTERNOON BREAKOUT SESSIONS

Kristen Bordonaro

Utilizing UDL and Differentiation to Empower All Learners to Achieve at High Levels

All means all is more than just a philosophy; it's a call to action. Yet, ensuring that classroom instruction meets the diverse needs of all learners can be a daunting task. Kristen Bordonaro starts with the standards and bridges learning gaps by exploring the connections and differences between universal design for learning (UDL) and differentiation. Together, participants create a dynamic instructional planning framework that empowers them to design

for the edges of learning, ensuring that every student reaches their highest potential. Kristen leads an energetic, hands-on exploration of how to create equitable, impactful, and transformative instruction that truly embodies the belief that all means all.

Participants in this session:

- Learn how to use standards as the foundation to guide and stretch student learning.
- Discover how UDL and differentiation complement each other to create meaningful, inclusive learning experiences.
- Identify practical steps for effectively differentiating instruction to meet diverse learner needs.
- Develop tools to create inclusive environments that engage all students and maximize achievement regardless of where they start.

Tim Brown

Becoming World Class: Steps, Processes, and Tools for Getting on the Same Page

Daniel Goleman, author of *Emotional Intelligence* (2005), argues that explicitly stated values are one of the most powerful steps we can take to help a team become exemplary. Developing a common vision of instruction, assessment, and interventions at the classroom, team, and schoolwide levels are critical steps in the PLC process. Tim Brown shares strategies and provides examples that educators have found helpful for developing their collective commitments and common vision for a learning-centered classroom.

David Jones

How to Respond When Students Don't Learn: Developing a Multitiered System of Interventions

The third question of a PLC—What do we do when students don't learn?—is one of the most challenging to address, yet it is critical for ensuring high levels of learning for all students. Participants in this session focus on the foundational elements of creating an effective multitiered system of supports (MTSS) or response to intervention (RTI) framework. David Jones provides actionable tips for successful implementation.

Participants in this session:

- Understand the key components of the MTSS/RTI process, a research-based, proven structure designed to improve student learning outcomes.
- Learn essential actions to implement at each tier of the MTSS/RTI pyramid, ensuring targeted support for every student.
- Explore practical tools, organizers, and resources to help teacher teams, leadership teams, and intervention teams develop and lead effective interventions.

- Discover data-driven methods for identifying struggling students and how schoolwide and collaborative teams can respond to ensure timely and effective support to accelerate learning.

Timothy D. Kanold

On Becoming a PLC Leader: Training to Lead the PLC Life!

School-site administrators and leaders, guiding coalition members, instructional coaches, school district or central office administrators cannot lead by merely *trying* harder. Yet, they can become more leadership “fit” as their discernment and wisdom improve over time. They can *train* to run and lead the PLC race!

In this session, Timothy D. Kanold reveals how to become a dynamic and inspiring decision maker others will want to follow. Dr. Kanold answers PLC leadership questions such as: Where do I focus my energy and effort as a PLC leader? How do I make the time to get it all done? How do I lead our PLC vision into realized action? How do I make good decisions, discernments, and judgments? How can I improve my PLC leadership skills?

Only you can write the story of your PLC leadership life and the legacy you will leave behind. Come find out how to become a great PLC Leader!

PLC leader participants can expect to:

- Identify the *dual* PLC leadership mission of all school site and central office leaders.
- Learn how to use the PLC leadership discipline of *vision and values*.
- Learn how to become great at the PLC leadership discipline of *accountability and celebration* using the shared vision and values.
- Learn how to engage in the PLC leadership discipline of *service and sharing* to prevent burnout for those they lead.

Janel Keating

Elementary Interventions Beyond WIN Time

In this session, Janel Keating highlights how participants can layer targeted interventions and extensions into their daily instructional routine. Participants explore a standard and what Tier 1 instruction and Tiers 2 and 3 supports would look like based on that standard. Janel shares practical strategies that teachers and teams use to support their students and demonstrates how participants can use their instructional runway. Additionally, participants discover how AI can be a valuable ally for teacher teams when planning interventions.

Brig Leane

Coaching Teams: Shifting From “What’s Wrong” to “What’s Next”

As an administrator or instructional coach, shifting from individual to team coaching can be a challenge. To do this effectively, you must have clarity on what is expected of teams, know questions to ask that facilitate discussion, and establish ways to monitor team progress. In this session, Brig Leane addresses educational leaders looking to learn how to successfully coach collaborative teams through the professional learning community process.

Participants in this session:

- Explore the seven-step learning cycle.
- Examine tools to monitor and assess team progress.

Mike Mattos

MTSS and PLCs: Leveraging Collaboration to Effectively Intervene

The fundamental purpose of a professional learning community is to ensure high levels of learning for every student. Achieving this goal will undoubtedly require schools to effectively answer the critical question: How will we respond when students don’t learn? Mike Mattos discusses specific steps that schools can take to create a highly effective, multitiered system of supports to target learning gaps, and demonstrates how the PLC at Work process fosters the schoolwide framework required to successfully intervene.

Participants in this session:

- Understand the guiding principles behind a multitiered system of interventions.
- Learn the essential actions of a school’s guiding coalition, teacher teams, and intervention team.
- Prioritize resources to best meet student needs and make MTSS doable.

Jeanne Spiller

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.

AFTERNOON KEYNOTE

Brig Leane

The Power of Shared Leadership

Taking what your team has learned at this institute and translating it into action requires schoolwide and team-level strategies. One key strategy to starting and sustaining the professional learning community process on campus is to establish an effective guiding coalition of administrators and teacher leaders. Another key is to empower educators at the team level to address expected conflict. In this keynote, Brig Leane provides practical guidance for administrators and teachers to set the foundation for sharing leadership to positively impact school culture.

Participants in this session:

- Examine the formation and tasks of the guiding coalition.
- Learn how teams can address negativity and problem solve constructively to impact student and staff learning.

Session Descriptions—Day 2

KEYNOTE

Jeanne Spiller

Empowering People, Fueling Passion, Realizing Potential: Inspiring the Heart of PLCs

Participants in this session explore how to empower individuals, fuel collective passion, and realize the full potential of the PLC process. By focusing on the heart of collaboration and the power of shared purpose, participants uncover strategies to energize their teams, build authentic connections, and drive meaningful outcomes for educators and students alike. Participants discover actionable ideas to cultivate a thriving PLC culture where people feel valued, passion is ignited, and potential is fully realized.

MORNING BREAKOUT SESSIONS

Kristen Bordonaro

Utilizing UDL and Differentiation to Empower All Learners to Achieve at High Levels

All means all is more than just a philosophy; it's a call to action. Yet, ensuring that classroom instruction meets the diverse needs of all learners can be a daunting task. Kristen Bordonaro starts with the standards and bridges learning gaps by exploring the connections and differences between universal design for learning (UDL) and differentiation. Together, participants create a dynamic instructional planning framework that empowers them to design for the edges of learning, ensuring that every student reaches their highest potential. Kristen leads an energetic, hands-on exploration of how to create equitable, impactful, and transformative instruction that truly embodies the belief that all means all.

Participants in this session:

- Learn how to use standards as the foundation to guide and stretch student learning.
- Discover how UDL and differentiation complement each other to create meaningful, inclusive learning experiences.
- Identify practical steps for effectively differentiating instruction to meet diverse learner needs.
- Develop tools to create inclusive environments that engage all students and maximize achievement regardless of where they start.

Tim Brown

Using CFAs to Promote and Ensure Learning

Common formative assessments have been described as the lynchpin of the PLC process. When done well, they can transform the learning experience of students and teachers alike. In this session, Tim Brown leads participants in exploring important keys to enhance the development

and effective use of CFAs by collaborative teams. Various tools, resources, and protocols are provided to help teams derive all the benefits found in the CFA process.

David Jones

Leadership Matters! How Site Principals and District Leaders Implement and Improve Results in a PLC

In this session, David Jones explores how school principals and district leaders can effectively develop and implement a professional learning community as well as the steps they can take to support, monitor, and improve collaboration and student achievement. Participants explore the leadership strategies and collaborative practices necessary to create high-performing PLCs across schools and districts.

Participants in this session:

- Identify essential actions site principals and district leaders must take to develop and lead the work of a PLC.
- Understand the purpose, roles, and responsibilities of a site or district PLC leadership team (or guiding coalition).
- Learn a process for creating a PLC action plan, including what must be tight across schools and districts and how to support and monitor effective implementation.

Timothy D. Kanold

Your PreK–12 PLC Mathematics Focus: Instruction, Intervention, and Tasks!

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction.

Dr. Kanold shares research-affirmed lesson design criteria essential to student perseverance, development of self-efficacy, and sustained effort in mathematics class every day. He shares sample mathematics tasks and online resources for teacher support.

Participants use the Mathematics at Work™ lesson design framework to:

- Examine research-affirmed teaching actions that maximize student learning during a mathematics lesson.
- Consider how to use prior-knowledge activities effectively.
- Examine the balanced use of lower- and higher-level-cognitive-demand tasks during class.
- Embrace the balanced use of small-group student discourse as part of a formative feedback process that encourages student perseverance, engagement, effort, efficacy, and participation during the lesson.

Janel Keating

Daunting Yet Doable: The Role of a Principal Leading Collaborative Teams

There's no universal affection for the role of principal! It requires courage to move beyond managing to leading and developing leadership capacity in others. This session focuses on critical leadership behaviors of the principal and assistant principal and their relationship with team leaders in building a collaborative culture and schoolwide focus on learning for students and the adults who serve them.

"Those who take this path less chosen will embrace and articulate the moral imperative of ensuring high levels of learning for all students and will acknowledge that creating the conditions for addressing that imperative lies within their sphere of influence."

—Richard DuFour

Brig Leane

Classroom and Instructional Management: Foundations for Student Learning

Before expecting students to learn at high levels, teachers must have effective classroom and instructional management. In this fundamental session, participants who are new to teaching learn practical techniques for organizing and arranging classroom experiences and how to build relationships to foster student learning. Participants examine keys for setting procedures and rules to establish and maintain a classroom conducive to learning. Participants also learn how readily available technologies can help organize and manage instruction.

Participants in this session:

- Explore classroom management approaches, skills, and strategies.
- Examine readily available technologies that promote effective instructional management.
- Develop actionable next steps.

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.

Jeanne Spiller

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.

AFTERNOON BREAKOUT SESSIONS

Kristen Bordonaro

IEPs in a PLC: Harnessing the Power of Collaboration to Build Transformative IEPs

The individualized education program (IEP) serves as a critical roadmap for students receiving special education services, guiding their journey toward meaningful progress and success. For schools operating as a PLC, the collaborative power of the four critical questions offers a unique opportunity to design IEPs that are truly individualized and focused on high levels of learning for every student. Kristen Bordonaro empowers participants with the tools and strategies to align the IEP process with PLC practices, creating stronger teams and better outcomes for students. Teams are inspired to rethink their IEP practices, leverage collaboration, and ensure that every plan is a powerful step toward high levels of learning for all students.

Participants in this session:

- Clarify the roles of general education, special education, and related services in supporting students' success.
- Learn how to use the four critical questions of a PLC to create IEPs that are tailored to each student's unique needs.
- Develop skills to draft IEP goals that reflect high expectations and a commitment to student growth and achievement.

Tim Brown

Making Grades an Effective Form of Feedback

There is little doubt that grades have an impact on the learner, and consequently, on the learning itself. Grades are a common and regular form of communication used by teachers in almost all schools. Many schools cite that one of the reasons we grade is to provide feedback to stakeholders. Since feedback is one of the most powerful tools we have at our disposal to influence learning, we must be sure that all teachers understand the conditions that make grades an effective form of feedback. Participants explore those conditions and reflect on the degree to which those conditions are understood and used in their school.

David Jones

The Bread and Butter of High-Functioning Collaborative Teams: Essential Actions to Improve Student Achievement

What are the key characteristics and essential actions that collaborative teacher teams must take to enhance student learning? Participants in this session explore the attributes of high-functioning teams and learn how to apply the four critical questions that drive the collaborative process. David Jones guides attendees through actionable steps that can directly improve student achievement.

Participants in this session:

- Learn the essential actions teacher teams must take to collaborate effectively and boost student learning.
- Explore the four critical questions that guide the collaborative team process and what they look like in practice on a high-functioning team.
- Receive practical tools, organizers, and strategies to implement with your team.

Timothy D. Kanold

JOY: Growing Strong Through Your Seasons of Life as a Teacher and Leader!

Educators choose a lifetime of work designed in yearly cycles, one school year after another. And each school year has a season of new beginnings (fall), a middle season of heavy lifting (winter), an ending season of finishing well (spring), followed by an opportunity for a physical, mental, and emotional wellness reset: a season of rest (summer). Once that yearly cycle is complete, their journey repeats. Their teaching and leading story adds another chapter.

Will that chapter represent a school year of joy, or not? Is it possible to live a life of sustained and persistent joy through each of the school seasons? What *is* joy, exactly, and how is joy different from happiness? Is it possible to cultivate daily joy into workplace and home life experiences? Is it possible to find joy in the small and ordinary aspects of life despite the messiness, the beauty, the exhaustion and sometimes grief that comes with life as educators?

Based on his recently released book *JOY!* (Solution Tree Press, 2025), Timothy D. Kanold reveals brain-research affirmed strategies for pursuing joy, decreasing daily stress, persevering through each season of the school year, and developing the relationship skills necessary to be part of an effective PLC at Work team. Come be inspired!

Participants can expect to:

- Understand the difference between happiness and joy.
- Learn specific *mindfulness* routines that build joy habits that stick.
- Understand how to persevere and persist using friendships at work and at home.
- Discover strategies such as JOMO for improving disposition toward daily joy at work and at home.
- Consider how daily work life feeds into Ubuntu—the greater purpose of all educators.

Janel Keating

Aligning PLCs Districtwide: From the Boardroom to the Classroom

A districtwide professional learning community is more than a sum of individual parts. A high-performing school district that functions as a PLC reflects thoughtful alignment and integration of work at the central office level, in individual schools, and in teacher teams. While highlighting the efforts of highly successful school districts, Janel Keating describes how districts organize and align at each level to implement PLC concepts and practices systemwide. This session provides many practical examples and useful templates to assist any school or district in doing the work of a PLC.

Brig Leane

Singletons: Finding Meaningful Collaboration When You Are a Team of One

Singletons—teachers who are the only ones teaching a specific course or subject—often wonder how they can effectively participate in the professional learning community process like the teachers who teach the same course or subject. In this session, Brig Leane provides singletons and administrators with clear direction and a step-by-step process to engage in powerful and meaningful collaboration. Participants explore tools and templates they can immediately utilize to ensure singletons don't waste their time with meaningless collaboration.

Participants in this session:

- Explore how the three big ideas of a PLC apply to singletons.
- Examine the three on-ramps for singletons to develop meaningful collaboration.

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.

Jeanne Spiller

High-Impact Strategies for Low-Performing Schools Through the PLC Process

Focusing on the PLC process, Jeanne Spiller addresses the unique challenges faced by low-performing schools and equips participants with practical tools and frameworks to drive meaningful change. Jeanne empowers educators and leaders with actionable strategies to address the challenges of low-performing schools. Participants explore targeted instructional practices, analyze root causes, and collaborate on creating a 30-day action plan using the PLC framework. Participants engage with hands-on activities, practical tools, and collaborative problem solving to drive measurable improvements in student outcomes.

Participants can expect to:

- Identify high-impact strategies to address challenges in low-performing schools.
- Utilize the PLC process to implement and monitor targeted interventions.
- Develop a focused action plan to achieve measurable improvements in student outcomes.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Kristen Bordonaro

Yes We Can: Creating Collaborative Learning Environments Where *All* Students Can Learn

Participants in this session explore how setting high expectations and fostering collaboration can unlock the full potential of students receiving special education services. While high expectations are essential, they must be paired with clear strategies and a supportive framework to ensure success. With so many demands on general and special education teachers, knowing where to begin can feel overwhelming. That's why Kristen Bordonaro focuses on practical tools and a proven framework for planning instruction that combines the expertise of content specialists and instructional strategists to meet the needs of *all* learners. Kristen inspires, empowers, and equips educators with the tools they need to foster success for every student. Together, participants create a pathway to transformative growth and achievement!

Participants in this session:

- Re-examine their approach to educating students with diverse learning needs and challenge assumptions that may impact outcomes.
- Gain clarity on the unique and complementary roles of content specialists and instructional strategists in supporting student success.
- Learn actionable methods to enhance communication and collaboration between general and special education teams.
- Develop skills to utilize data collection effectively, ensuring student plans are working efficiently and making necessary adjustments to drive progress.

Tim Brown

Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting

Educators in a school with a focus on learning promote a strong sense of self-efficacy in their students. Studies show this may be one of the greatest factors for student motivation and engagement. Participants in this session examine essential characteristics for building student self-efficacy and explore team-developed products and strategies for how to use them.

David Jones

Through the Eyes of a Child: Essential Actions to Develop a Student Learning Community

As teacher teams work to answer critical questions and improve student learning, one common challenge is finding meaningful strategies to connect students to the team process. How can we ensure our classroom structures and processes meet the needs of our students? In this session, David Jones argues that what teachers do to impact student achievement and what students do to improve their own success are both essential, but the actions students take to improve their

learning can be especially critical to their overall success. Participants explore essential strategies to link student actions to both individual teaching efforts and the broader collaborative team process to motivate and engage students.

Participants in this session:

- Explore systems and strategies for creating a dynamic, supportive learning environment that motivates and engages students.
- Discover research-based lesson elements proven to enhance professional practice, student engagement, and achievement.
- Understand the role of student voice and feedback in improving classroom and school culture, while boosting student achievement.

Timothy D. Kanold

Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!

Education is a profession of “emotional labor,” and it is easy to experience fatigue from the daily noise and intense, often quick-changing expectations of the educator’s work life. Giving “heart and soul” to the professional life is fulfilling. Yet, it can also take its toll at work and at home.

Timothy D. Kanold notes, “Off and on, I have lost contact with the joy of my work life. So, it is for you. Sooner or later, the world of your professional life stretches you beyond your limits. But there are ways to sustain and regain your happiness at work.” The secret lies in understanding how to live a well-balanced daily life.

Participants examine how to maintain high positive daily energy as they ruthlessly eliminate the hurry from their life based on the energy quadrants from Dr. Kanold’s award-winning book, *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (Solution Tree, 2017). Participants leave feeling the power and impact of their professional journey.

Participants can expect to:

- Understand and embrace happiness as a high positive energy state.
- Ruthlessly eliminate hurry from their life.
- Avoid emotional exhaustion through the demonstration of self-compassion.
- Avoid the natural drift to a high negative energy state of being.
- Choose a daily, well-balanced professional and personal life.

Janel Keating

Are the Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams

In a PLC, two important reasons for reviewing data are to determine whether kids are learning and to improve professional practice. Janel Keating highlights how high-performing teams quickly

examine data to make decisions that impact kids in the classroom. Participants receive a user-friendly data analysis tool to facilitate this work.

Brig Leane

The PLC Dashboard: The Guide to Implementing and Sustaining the PLC Process

How do administrators and teacher leaders know which teams and singletons need more time and support? If this can't be answered in seconds, other urgent issues will take priority, and educators on campus will begin to wonder if the professional learning community process is really a priority. In this session, Brig Leane gives district, campus, and teacher leaders insights into the three keys to starting (or restarting) the PLC process on campus, and how to monitor and sustain it in a way that is focused, produces quick wins, and is manageable.

Participants in this session:

- Examine three reasons educators struggle with the PLC process and how to address them.
- Clarify what teams are expected to produce.
- Learn methods to effectively monitor team and singleton progress.

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.

Jeanne Spiller

High-Impact Strategies for Low-Performing Schools Through the PLC Process

Focusing on the PLC process, Jeanne Spiller addresses the unique challenges faced by low-performing schools and equips participants with practical tools and frameworks to drive meaningful change. Jeanne empowers educators and leaders with actionable strategies to address the challenges of low-performing schools. Participants explore targeted instructional practices, analyze root causes, and collaborate on creating a 30-day action plan using the PLC framework. Participants engage with hands-on activities, practical tools, and collaborative problem solving to drive measurable improvements in student outcomes.

Participants can expect to:

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- Utilize the PLC process to implement and monitor targeted interventions.
- Develop a focused action plan to achieve measurable improvements in student outcomes.

KEYNOTE

Janel Keating

Doing the Right Work at the Right Time for the Right Reasons

Eliminate the knowing-doing gap and the expectation-acceptance gap by implementing the high-impact actions of continuously improving teams and schools. Janel Keating shares specific leadership practices and practical tools that positively impact student learning, adult learning, and the work of teams. She provides essential next steps for participants to take back to their districts, schools, and teams to effectively do the right work at the right time for the right reasons.