

Wednesday, August 13

6:30–8:00 a.m.	Registration	Ballroom Lobby
	Continental Breakfast	102 ABCD
8:00–9:45 a.m.	Keynote —Mike Mattos <i>All In! Digging Deeper Into Becoming a True Professional Learning Community</i>	100 ABC
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Keynote —Tim Brown <i>Motivate, Inspire, Question: Leading in a PLC</i>	100 ABC

Thursday, August 14

7:00–8:00 a.m.	Registration	Ballroom Lobby
	Continental Breakfast	102 ABCD
8:00–9:45 a.m.	Keynote —Anthony Muhammad <i>Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever</i>	100 ABC
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time —Presenters aid in your collaborative team discussions.	100 ABC

Friday, August 15

7:00–8:00 a.m.	Continental Breakfast	102 ABCD
8:00–9:30 a.m.	Breakout Sessions	See page 2.
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>	100 ABC

Agenda is subject to change.

Breakout Sessions at a Glance

Rooms are listed beneath titles in *blue italics*.

A red asterisk* indicates a session will be repeated.

Presenter	Wednesday, August 13		Thursday, August 14		Friday, August 15
	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.
Tim Brown	Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting* <i>201 ABC</i>	Becoming World Class: Steps, Processes, and Tools for Getting on the Same Page <i>201 ABC</i>	Using CFAs to Promote and Ensure Learning <i>201 ABC</i>	Making Grades an Effective Form of Feedback <i>201 ABC</i>	Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting <i>201 ABC</i>
Janel Keating	This Is Where It All Fits! The Well-Designed Unit Plan: From Standards to Assessments, Unit by Unit <i>206 C</i>	Elementary Interventions Beyond WIN Time <i>206 C</i>	Daunting Yet Doable: The Role of a Principal Leading Collaborative Teams <i>206 C</i>	Aligning PLCs Districtwide: From the Boardroom to the Classroom <i>206 D</i>	Are the Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams <i>100 ABC</i>
Paula Maeker	Gaining Ground: Accelerating Essential Learning in Schools Seeking Significant Gains in Student Achievement* <i>206 D</i>	Literacy in a PLC at Work: Ensuring Essential Literacy Outcomes Through the Work of TEAMS <i>206 D</i>	Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools <i>100 ABC</i>	We Really Do Mean <i>All!</i> Collectively Meeting the Diverse Needs of All Learners <i>100 ABC</i>	Gaining Ground: Accelerating Essential Learning in Schools Seeking Significant Gains in Student Achievement <i>206 D</i>
Mike Mattos	Are We a Group or a Team? <i>Conference Theater</i>	MTSS and Professional Learning Communities: Leveraging Collaboration to Effectively Intervene <i>Conference Theater</i>	Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools <i>Conference Theater</i>	The Power of One: Creating High-Performing Teams for Singleton Staff <i>206 C</i>	Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process <i>206 C</i>
Anthony Muhammad	Collaboration Is a Lifestyle, Not a Meeting! <i>100 ABC</i>	Moving From PLC <i>Lite</i> to PLC <i>Right!</i> <i>100 ABC</i>	"So, How Do We Get Buy-In?" Leveraging the Guiding Coalition to Build Consensus <i>206 D</i>	Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change <i>Conference Theater</i>	We Are Ready for PLC Greatness! How Do We Go Back and Convince Others to Join In? <i>Conference Theater</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

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.

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.

Paula Maeker

Gaining Ground: Accelerating Essential Learning in Schools Seeking Significant Gains in Student Achievement

How is it possible to ensure all students learn at high levels when our scholars continue to advance from grade level to grade level with significant gaps in learning? It's not only possible, it's probable if we rethink our approach to teaching and learning and design a systematic response that relentlessly focuses on accelerating what matters most. Teacher teams must become architects of intentional outcomes that focus on identifying essential outcomes that embed prerequisite learning into grade-level proficiency and beyond. Paula Maeker supports teams in developing a method and model of prevention, intervention, and acceleration that lead to impactful gains in student achievement.

Mike Mattos

Are We a Group or a Team?

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

Participants in this session:

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

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

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

AFTERNOON BREAKOUT SESSIONS

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.

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.

Paula Maeker

Literacy in a PLC at Work: Ensuring Essential Literacy Outcomes Through the Work of TEAMS

Literacy is at the center of learning. When students don't develop strong skills in reading, writing, and oral language, the learning gap widens exponentially. In order to ensure all students learn at high levels, teams must collectively determine exactly what every student must know and be able to do. This becomes particularly complicated when teams try to tackle identifying what is essential from the seemingly unending scope of literacy learning, standards, and research. In this session, K-12 collaborative teams build shared learning in how to identify, prioritize, and clarify essential literacy learning targets to ensure high levels of literacy learning for every child, every day.

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.

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.

AFTERNOON KEYNOTE

Tim Brown

Motivate, Inspire, Question: Leading in a PLC

If your vision is to ensure that all students learn at high levels, then a culture of high expectations for exceptional teaching must become the journey of every staff member. This can only be accomplished if the school leaders organize and plan for continuous learning among all staff members. In this keynote, Tim Brown identifies the key structures and considerations for fostering an environment where individuals are motivated and supported to strive for excellence.

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

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.

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

Paula Maeker

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.

Mike Mattos

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

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

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

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

Anthony Muhammad

“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.

AFTERNOON BREAKOUT SESSIONS

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.

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.

Paula Maeker

We Really Do Mean *All*! Collectively Meeting the Diverse Needs of All Learners

The word *all*, by definition, does not exclude, so how do we meet the varied and unique needs of learners who are eligible for additional services? If we embrace the idea that every student is *our* student, then we need systems and structures that deepen collaboration for all students' success.

Teachers learn how to provide access and support to all learners through the PLC at Work framework. Designed for both general and special educators and based on the book *Yes We Can!* (Solution Tree, 2016), this session provides participants with strategies and protocols to examine mindsets and collaborative processes to ensure higher learning levels for *all* students. No low expectations allowed!

This session asks participants to:

- Examine past and current realities regarding special education.
- Reflect on practices that do and do not support a culture of learning for all.
- Learn strategies for effective and purposeful collaboration between general and special educators.

Mike Mattos

The Power of One: Creating High-Performing Teams for Singleton Staff

High-performing collaborative teams are the foundation for any PLC—the engines that drive the entire process! Yet, it's hard to know how to incorporate all staff. Nearly every school or district has these types of educators: singletons (the only person who teaches a grade level or course); multiple-grade-level instructors, such as a special education teacher or reading coach; and those providing supplemental support, such as a school counselor, psychologist, or librarian. How do these individuals fit into collaborative teams? Mike Mattos offers guiding principles and real-life examples for educators who look to create inclusive collaborative teams by connecting to the *power of one*.

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).

Session Descriptions—Day 3

BREAKOUT SESSIONS

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.

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.

Paula Maeker

Gaining Ground: Accelerating Essential Learning in Schools Seeking Significant Gains in Student Achievement

How is it possible to ensure all students learn at high levels when our scholars continue to advance from grade level to grade level with significant gaps in learning? It's not only possible, it's probable if we rethink our approach to teaching and learning and design a systematic response that relentlessly focuses on accelerating what matters most. Teacher teams must become architects of intentional outcomes that focus on identifying essential outcomes that embed prerequisite learning into grade-level proficiency and beyond. Paula Maeker supports teams in developing a method and model of prevention, intervention, and acceleration that lead to impactful gains in student achievement.

Mike Mattos

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

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

Participants learn how to:

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

Anthony Muhammad

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.

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.