Wednesday, August 6

6:30–8:00 a.m.	Registration and Continental Breakfast	Grand Riverview Foyer
8:00–9:45 a.m.	**Keynote**—William M. Ferriter *Decoding the DNA of Highly Effective PLCs: Using the Three Big Ideas of the PLC at Work Process to Build the Collaborative Foundation of Your School*	Grand Riverview 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**—Jason A. Andrews *Shared Responsibility: Leadership and Culture in Advancing the PLC Journey*	Grand Riverview Ballroom

Thursday, August 7

7:00–8:00 a.m.	Registration and Continental Breakfast	Grand Riverview Foyer
8:00–9:45 a.m.	**Keynote**—Anthony Muhammad *Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever*	Grand Riverview 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.*	Grand Riverview Ballroom

Friday, August 8

7:00–8:00 a.m.	Continental Breakfast	Grand Riverview Foyer
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**—Regina Stephens Owens *Shift Happens! Care, Competency, and Continuous Learning: It's All About People*	Grand Riverview 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	Wednesday, August 6		Thursday, August 7		Friday, August 8
	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.**
Jason A. Andrews	Building a Culture of Collective Responsibility to Support Every Student *140 DE*	From Cooperation to Collaboration: Building Highly Effective Teams in a PLC *140 DE*	From Resistance to Commitment: Building Ownership of the PLC Process* *140 DE*	Turning Missteps Into Milestones: Avoiding Common Pitfalls in the PLC Process *140 DE*	From Resistance to Commitment: Building Ownership of the PLC Process *140 DE*
William M. Ferriter	Doing the Right Work: Tools and Templates for Effective Team Collaboration *Grand Riverview Ballroom*	Using AI Tools to Make Differentiation Doable* *Grand Riverview Ballroom*	Raising the Bar and Closing the Gap: Designing Effective Secondary Intervention Periods *330 B*	From Isolation to Collaboration: Building Effective Teams for Singleton Teachers *330 B*	Using AI Tools to Make Differentiation Doable *330 B*
Cheyana Leiva	Strategic Unit Planning: Aligning to Essential Standards *142 C*	From Numbers to Knowledge: Turning Data Into Actionable Conversations* *142 C*	From Numbers to Knowledge: Turning Data Into Actionable Conversations *142 C*	Coaching for Impact: Using the Coaching Cycle to Strengthen Instruction *142 C*	Finding Your Place in a PLC: Supporting Every Educator *142 C*
Anthony Muhammad	Collaboration Is a Lifestyle, Not a Meeting! *140 A*	Moving From PLC *Lite* to PLC *Right*! *140 A*	"So, How Do We Get Buy-In?" Leveraging the Guiding Coalition to Build Consensus *Grand Riverview Ballroom*	Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change *Grand Riverview Ballroom*	We Are Ready for PLC Greatness! How Do We Go Back and Convince Others to Join In? *140 A*
Regina Stephens Owens	The *Why* Effect: Intentional Systems Drive Inspirational Cultures *330 B*	Small Schools and Singletons: Wired by Rigor, Relevance, and Results *330 B*	Cultivating Educator Wellness for Leading and Living the PLC Life! *140 B*	Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning *140 A*	The Learning Professional: Coaching Competence, Not Compliance *Grand Riverview Ballroom*

Presenter	Wednesday, August 6		Thursday, August 7		Friday, August 8
	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.
Lisa M. Reddel	Think Big, Start Small: From Getting Started to Achieving Model PLC School Status *140 FG*	You Are the Principal: Words Matter When You Communicate *140 FG*	Not Another Meeting! Facilitating Productive, Engaging, and Efficient Team Meetings *140 FG*	PLCs: What's in It for Me?* *140 FG*	PLCs: What's in It for Me? *140 FG*
Mona Toncheff	Crafting a Guaranteed and Viable Curriculum: Answering the First Critical Question in a PLC *141*	Math Success for All: Team-Based Tier 1 and Tier 2 Interventions That Work! *141*	Assessments in Action *141*	From Scores to Learning: Effective Grading Practices *141*	Taking Action With Data: Making the Process Easy, Efficient, and Effective *141*
Matthew Treadway	Tier 2 Intervention: It's Not a Miracle, It's a System* *140 B*	Inclusive Practices: Because "All Means All" Isn't Just a T-Shirt Slogan *140 B*	Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools *140 A*	Tier 2 Intervention: It's Not a Miracle, It's a System *140 B*	Difficult Conversations: Don't Like Them, Can't Avoid Them *140 B*
Jamie Virga	But How Do I Fit In? Strategies for Including Your Arts and CTE Teachers in the PLC Process *142 B*	CLEAR: A Five-Step Process for Building Collective Teacher Efficacy in Your PLC* *142 B*	Leading Your School's PLC: Eight Key Actions for Principals *142 B*	Six Challenges Teacher Teams Face and How to Overcome Them *142 B*	CLEAR: A Five-Step Process for Building Collective Teacher Efficacy in Your PLC *142 B*

Agenda is subject to change.

Session Descriptions—Day 1

William M. Ferriter

Decoding the DNA of Highly Effective PLCs: Using the Three Big Ideas of the PLC at Work Process to Build the Collaborative Foundation of Your School

In this session, William M. Ferriter dives deep into the heart of what it takes to create a thriving professional learning community. Much like the double helix of DNA, a school's mission, vision, values, and goals are tightly interwoven, forming the backbone of everything we do. Participants in this session discover how to craft a foundation that is both dynamic and adaptable—one that drives collaboration, fosters continuous learning, and nurtures a culture of professional growth, just as DNA serves as the blueprint for life itself.

Participants in this session:
- Understand how the DNA metaphor illustrates the foundational structure of effective PLCs.
- Recognize the critical roles mission and vision play in defining a PLC's culture and direction.
- Explore ways to strengthen collaboration and communication by aligning team efforts with the three big ideas of the PLC at Work process.

Jason A. Andrews

Building a Culture of Collective Responsibility to Support Every Student

Collective responsibility is the cornerstone of a successful professional learning community. It reflects a shared belief that all students are capable of learning at high levels and a commitment by all staff to ensure every student's success. To effectively provide students with additional time and support through a systematic and responsive approach, a culture of collective responsibility must be firmly established. Participants gain practical tools and strategies to assess their current school culture and identify opportunities to strengthen collective responsibility. Through reflective activities and actionable insights, they learn how to align beliefs and actions, build trust and accountability among staff, and create an environment where everyone is committed to the success of all students. Whether you're looking to initiate or deepen this cultural shift, Jason A. Andrews empowers you to lead the charge in fostering collective responsibility in your school or district.

Participants can expect to:
- Learn how to evaluate their current school culture to identify strengths and areas for growth in fostering collective responsibility.

- Explore strategies and protocols to align staff beliefs and behaviors with the shared commitment to ensuring all students learn at high levels.
- Develop actionable plans to build trust, accountability, and shared ownership among staff, creating a culture that provides systematic and effective interventions to students.

William M. Ferriter

Doing the Right Work: Tools and Templates for Effective Team Collaboration

Professional learning communities are one of the most effective strategies for improving instruction and ensuring high levels of student learning (Hattie, 2024). Yet, many teachers are skeptical about the value of collaboration (Prothero & Solis, 2023). Often, this skepticism stems from inexperience with structured teamwork. Participants in this session explore practical strategies and tools to help teams focus their work, foster purposeful collaboration, and make the most of their time together.

Participants in this session:
- Explore a graphic organizer that outlines the essential work of effective collaborative teams.
- Learn processes for completing the technical work of teams, including unpacking essential standards, writing assessments, and analyzing data.
- Discover how AI tools can support teams in tackling technical tasks more efficiently and effectively.

Cheyana Leiva

Strategic Unit Planning: Aligning to Essential Standards

As Dwight D. Eisenhower said, "Plans are nothing; planning is everything." Textbooks and resources provide a starting point, but true impact comes from collaboratively creating unit plans that align with essential standards. In this session, Cheyana Leiva guides teams in designing intentional, customized unit plans that prioritize student learning.

Participants in this session:
- Develop a shared understanding of the unit planning process.
- Identify key steps to take before building a unit plan.
- Construct effective unit plans that align with essential learning standards.

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

Regina Stephens Owens

The *Why* Effect: Intentional Systems Drive Inspirational Cultures

Organizational purpose, collective beliefs, and commitments affect building systems at all levels. How can we ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. Regina Stephens Owens shares strategies to move cultures from an attitude of compliance, coercion, and fear to one that is respectful, responsive, and reflective.

Participants can expect to:
- Promote high standards of achievement for all.
- Create a collective, rather than individual, leadership focus.
- Design and sustain a values-driven culture that is evidenced by trust, transparency, reflection, and responsiveness.

Lisa M. Reddel

Think Big, Start Small: From Getting Started to Achieving Model PLC School Status

Every school begins in a different place with different resources to begin their journey to becoming a model PLC school; there is no secret recipe or quick fix. Even so, every school *can* become a model PLC school: a continuously improving organization that focuses on high levels of learning for all students.

Participants in this session:
- Acquire a toolkit of strategies to help them identify and develop their first steps.
- Examine the application process for becoming a model PLC school.

Mona Toncheff

Crafting a Guaranteed and Viable Curriculum: Answering the First Critical Question in a PLC

What are characteristics of a guaranteed and viable curriculum and how does your team make sense of what is most essential? Participants in this session gain actionable insights on how to

collectively and effectively answer the first critical question in a PLC, "What do we want all students to know and be able to do?"

Participants in this session:
- Learn how to interpret and prioritize standards effectively, ensuring clarity and alignment across their teams.
- Develop the tools to create a guaranteed and viable curriculum that promotes equity and excellence by focusing on learning for all students.
- Leave empowered with practical approaches to foster collaboration and enhance instructional impact.

Matthew Treadway

Tier 2 Intervention: It's Not a Miracle, It's a System

In this session, Matthew Treadway explores critical question three, focusing on how to make Tier 2 a systematic schoolwide strategy that drives student success. Rather than viewing interventions as isolated classroom efforts, participants learn how to build and strengthen processes that support all students. Participants evaluate current practices, identify opportunities for improvement, and develop actionable steps to create a cohesive and effective intervention system throughout their school.

Participants in this session:
- Examine the recipe for an effective Tier 2 schedule.
- Evaluate how the four critical questions play an integral role in developing a system of intervention.

Jamie Virga

But How Do I Fit In? Strategies for Including Your Arts and CTE Teachers in the PLC Process

In this session, Jamie Virga draws on his work as a music teacher, principal, and Solution Tree associate to help school and district leaders develop plans for including all teachers in the PLC process. Specifically, he shares ideas and examples on how to facilitate meaningful collaboration for arts teachers, career and technology educators, and singleton teachers. Dr. Virga shows how it is possible, and important, to include all educators in meaningful collaborative teams.

AFTERNOON BREAKOUT SESSIONS

Jason A. Andrews

From Cooperation to Collaboration: Building Highly Effective Teams in a PLC

While collaboration is a foundational principle of the PLC process, true collaboration requires more than simply bringing teachers together for meetings. As DuFour, DuFour, Eaker, et al. (*Learning by Doing*, 4th ed., 2024) emphasized, to ensure all students learn at high levels,

educators must work collaboratively and take shared responsibility for student success. Jason A. Andrews takes a deep dive into developing genuine collaborative cultures within schools. Participants explore the distinction between cooperation and collaboration, examine the essential work of collaborative teams, and learn how to utilize tools and protocols that foster deeper, more meaningful teamwork. Through practical examples and hands-on activities, participants gain strategies to help their teams move beyond surface-level cooperation and achieve the transformative benefits of true collaboration.

Participants can expect to:
- Learn to identify the key differences between cooperative efforts and true collaboration, understanding how meaningful collaboration impacts student outcomes.
- Explore strategies for developing a collaborative culture, fostering trust, and ensuring teams are focused on high-impact work aligned with the four critical questions of a PLC.
- Gain practical tools and protocols to guide team processes, ensure productive collaboration, and build shared responsibility for the success of all students.

William M. Ferriter

Using AI Tools to Make Differentiation Doable
Participants are encouraged to bring a fully charged computer or tablet to take full advantage of their time in this session.

Artificial intelligence (AI) tools are reshaping everything about education, offering innovative ways to enhance both teaching and learning. Participants in this session explore how tools like ChatGPT can help reduce the time, energy, and effort required to effectively differentiate instruction.

Participants in this session:
- Develop a clear understanding of what differentiation is and why it is essential for meeting diverse student needs.
- Explore practical ways to use AI tools like ChatGPT to streamline planning and delivery of differentiated instruction.
- Identify strategies to leverage AI for creating personalized learning experiences that support both initial reteaching and extension of grade-level essential standards.

Cheyana Leiva

From Numbers to Knowledge: Turning Data Into Actionable Conversations
For years, educators have used data in various forms, yet student outcomes remain unchanged. In this session, Cheyana Leiva explores how the professional learning community process shifts the focus from merely analyzing numbers to engaging in meaningful discussions about student skills, instructional strategies, and actionable steps that drive learning for all students.

Participants in this session:
- Develop a shared understanding of effective data-driven conversations.
- Learn practical strategies to enhance instruction and student achievement through data discussions.

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.

Regina Stephens Owens

Small Schools and Singletons: Wired by Rigor, Relevance, and Results
Small schools—charter, innovative, or online—often ask: How do we engage in the PLC at Work process? How do we involve CTE, fine arts, PE? How do we handle singletons? Where do we begin? Join Regina Stephens Owens to learn how to effectively implement the PLC process so that you are wired for rigor and relevance..

Outcomes from this session include:
- Learning how to function as a PLC at Work
- Developing your teams to include meaningful work for all
- Monitoring and measuring your success

Lisa M. Reddel

You Are the Principal: Words Matter When You Communicate
In our world of short sound bites, short attention spans, and one-sentence sermons, every word and each conversation counts. As a leader, your words are impactful in a PLC. Your words, combined with your beliefs, tend to become your reality. Words do matter. What words and messages do you choose and use to support your students, teachers, school, and community?

Participants in this session:
- Recognize the importance of clear and consistent communication in a collaborative culture.
- Acquire tips on how to respond to resisters.
- Apply to principles of dialogue in building a collaborative culture in schools.

Mona Toncheff

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.

Matthew Treadway

Inclusive Practices: Because "All Means All" Isn't Just a T-Shirt Slogan
Inclusive practices are more than just a catchy phrase; they're a commitment to ensuring every student has the support they need to succeed. In this session, Matthew Treadway helps participants turn the idea of "all means all" into concrete actions in their school. Through reflection on current practices, collaborative discussions, and strategic planning, participants develop actionable steps to make inclusive practices a core part of their school culture.

Participants in this session:
- Examine the history and current realities of special education.
- Investigate the critical components that make up a guaranteed and viable curriculum.
- Explore the concept of tailoring instruction to meet the diverse needs of all learners.

Jamie Virga

CLEAR: A Five-Step Process for Building Collective Teacher Efficacy in Your PLC
The research is clear: Good things happen when there are high levels of collective teacher efficacy in schools. Student learning increases, teacher morale improves, and teacher retention grows.

How can school leaders of all kinds work deliberately and strategically to build the collective efficacy of their teacher teams? In this session, Jamie Virga presents a research-based, five-step process that coaches and leaders in a variety of roles can use to increase their teams' collective efficacy and student results. Participants explore tools that can be found in Dr. Virga's new book, *Harnessing the Power of Collective Teacher Efficacy: A 5-Step Process for Building Strong Teams in Your PLC* (Solution Tree, 2024)*.*

Jason A. Andrews

Shared Responsibility: Leadership and Culture in Advancing the PLC Journey

In a professional learning community, leadership is not confined to a title; it's a shared responsibility that empowers every educator to drive meaningful change. Jason A. Andrews explores how shared leadership, the role of an effective guiding coalition, and a healthy, collaborative culture are essential for ensuring high levels of learning for all students. Drawing on the foundational principles of the PLC process, Dr. Andrews highlights how leadership at every level—from classroom teachers to school and district leaders—plays a critical role in advancing the work. Participants learn how to effectively establish and sustain a guiding coalition that embraces a shared vision, fosters trust, and models the collaborative behaviors essential for student success.

Participants can expect to:

- Explore how shared leadership at all levels drives the success of the PLC process and ensures collective responsibility for student learning.
- Gain insights into the role of guiding coalitions in fostering collaboration, building trust, and modeling the behaviors that sustain a thriving PLC culture.
- Leave inspired with actionable ideas to create and sustain a culture of trust, respect, and accountability that empowers every educator to contribute meaningfully to the PLC journey.

Session Descriptions—Day 2

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.

Jason A. Andrews

From Resistance to Commitment: Building Ownership of the PLC Process
While resistance to change is a natural part of any transformative process, effectively addressing it is key to building a thriving professional learning community. Jason A. Andrews equips participants with practical strategies to understand and overcome staff resistance while fostering a sense of ownership and shared commitment to the PLC process. Through an exploration of real-world scenarios, participants learn how to engage reluctant team members, address concerns with empathy, and create an environment where every educator feels valued and invested in the collective work. Participants gain tools to build trust, clarify the *why* behind the PLC process, and inspire a collaborative culture where all voices contribute to achieving high levels of learning for all students. Whether you're an administrator, instructional coach, or teacher leader, Dr. Andrews provides actionable insights to turn challenges into opportunities and resistance into momentum.

Participants can expect to:
- Learn to recognize common reasons for staff resistance to the PLC process and develop strategies to address concerns with empathy and understanding.

- Explore techniques to foster trust, clarify the purpose of the PLC process, and create a shared sense of responsibility among team members.
- Gain practical tools and communication strategies to transform resistance into commitment, enabling teams to work collaboratively toward achieving high levels of learning for all students.

William M. Ferriter

Raising the Bar and Closing the Gap: Designing Effective Secondary Intervention Periods

Creating time during the school day for targeted interventions is critical for ensuring every student masters essential grade-level standards. In this session, William M. Ferriter explores the key steps secondary schools can take to develop flexible intervention periods that provide timely reteaching of grade-level essentials without sacrificing access to extension opportunities. Participants discover strategies for addressing scheduling challenges, avoiding common implementation mistakes, and designing intervention periods targeting grade-level essential standards that work for all students.

Participants in this session:
- Analyze the characteristics of effective secondary intervention periods that are designed to provide students with additional time and support to master grade-level essentials.
- Identify strategies for balancing skill-focused interventions with extension opportunities for students who are already proficient.
- Develop actionable steps to implement or refine intervention periods that target mastery of grade-level essentials.

Cheyana Leiva

From Numbers to Knowledge: Turning Data Into Actionable Conversations

For years, educators have used data in various forms, yet student outcomes remain unchanged. In this session, Cheyana Leiva explores how the professional learning community process shifts the focus from merely analyzing numbers to engaging in meaningful discussions about student skills, instructional strategies, and actionable steps that drive learning for all students.

Participants in this session:
- Develop a shared understanding of effective data-driven conversations.
- Learn practical strategies to enhance instruction and student achievement through data discussions.

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.

Regina Stephens Owens

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

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

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

Lisa M. Reddel

Not Another Meeting!
Do you want to have productive, engaging, and efficient collaborative learning team meetings? Lisa M. Reddel offers guidance and strategies for facilitating PLC meetings that focus on learning and results. She aids participants in clarifying the roles of team members, provides strategies to

help teams and meetings become more organized and productive, and shows how to build consensus without winners and losers.

Learning outcomes for this session include:
- Reviewing ways to keep teams organized, focused, and committed to continuous improvement
- Examining roles within a team and methods to support team efforts
- Understanding the difference between consensus and voting

Mona Toncheff

Assessments in Action

How can your assessments truly inspire and engage each and every learner? How can they play a vital role in the learning process? High-quality assessments provide valuable insights for both teachers and students regarding what has been learned and what has not yet been mastered. In this session, Mona Toncheff explores the four essential actions your team needs to establish a meaningful assessment process.

Participants in this session:
- Understand the work collaborative teacher teams do before, during, and after each unit to establish a meaningful common assessment process.
- Investigate common formative assessments and their relationship to the expectations outlined in the standards.
- Learn how to develop high-quality assessments that engage and motivate learners.

Matthew Treadway

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.

Jamie Virga

Leading Your School's PLC: Eight Key Actions for Principals

School principals play a critical role in initiating, developing, and sustaining the professional learning communities in their buildings. Leading a PLC can be complicated and overwhelming. In this session, Jamie Virga outlines eight critical actions that principals must take to grow their PLC and provides tools to help with the process.

AFTERNOON BREAKOUT SESSIONS

Jason A. Andrews

Turning Missteps Into Milestones: Avoiding Common Pitfalls in the PLC Process

The PLC process is a powerful framework for improving student learning, but even experienced teams can encounter challenges that derail progress. Participants explore common mistakes schools and districts make when implementing the PLC process, such as losing focus on the four critical questions of learning, misusing collaborative team time, and failing to develop a results-oriented culture. Whether you're just beginning your PLC journey or refining your practice, Jason A. Andrews provides practical strategies to foster systemwide fidelity to the foundations necessary for successful PLC implementation. Participants examine how to align their work with the three big ideas of a PLC: ensuring a relentless focus on learning, fostering a culture of collaboration, and using evidence of student learning to drive action. Through real-world examples, reflective discussions, and actionable solutions, participants leave equipped to overcome obstacles, strengthen their collaborative teams, and sustain a results-driven PLC culture in their schools or districts.

Participants can expect to:
- Recognize and understand the most frequent mistakes made during implementation of the PLC process and their impact on student learning and team collaboration.
- Gain practical strategies to avoid missteps and maintain a consistent focus on the three big ideas and four critical questions of a PLC.
- Leave with tools and insights to reflect on their own practices, adapt their approach, and build a resilient culture of continuous improvement within their PLC teams.

William M. Ferriter

From Isolation to Collaboration: Building Effective Teams for Singleton Teachers

Collaborative learning is a cornerstone of effective teaching, but for singleton teachers and those in small schools, it often feels out of reach. William M. Ferriter provides practical solutions by diving into four innovative models for building meaningful professional learning teams: 1) forming vertical teams to focus on cross-disciplinary skills, 2) leveraging interdisciplinary groups to tackle student engagement challenges, 3) restructuring teaching assignments to create shared

subject areas, and 4) connecting teachers with peers through powerful digital tools. Discover strategies to ensure every educator has a team to grow and learn with, no matter their context.

Participants in this session:
- Identify key structural challenges that hinder collaboration for singleton teachers and educators in small schools.
- Explore four models designed to foster effective professional learning teams for singleton teachers.
- Begin crafting an actionable plan to integrate singleton teachers into the work of a PLC.

Cheyana Leiva

Coaching for Impact: Using the Coaching Cycle to Strengthen Instruction

Effective coaching goes beyond observation; it's a cycle of continuous improvement that empowers teachers to refine their practice and enhance student learning. In this session, Cheyana Leiva explores how instructional coaching fosters targeted teaching, strengthens collaboration, and drives meaningful results through an intentional coaching cycle.

Participants in this session:
- Target teaching and learning to ensure student success.
- Use the coaching cycle as a structured approach to support teacher growth.
- Foster collaboration on instructional strategies and student outcomes.

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).

Regina Stephens Owens

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning

In a time of tremendous focus on data, it is imperative to grow a rich collaborative culture through dialogue and data protocols—moving from a deficit mindset to a growth mindset.

Participants in this session discover ways to create this culture, use data as information, and increase team capacity and student learning.

Participants can expect to:
- Focus on results through the lens of data.
- Move from data to demonstration of learning.
- Ensure their beliefs and behaviors align as they utilize data.

Lisa M. Reddel

PLCs: What's in It for Me?

"PLCs sound great, but what's in it for me as a teacher?" Teacher autonomy and team accountability are balanced in a professional learning community. Collaborating effectively with others is a condition for membership in virtually all professions. Yet, teachers often work in isolation from one another. Participants in this session explore the balance of team responsibility and individual autonomy in the PLC process.

Participants in this session:
- Examine how the simultaneous loose-tight culture in a PLC empowers teachers to make important decisions.
- Understand how team accountability and teacher autonomy can work together to benefit student learning.
- Explore strategies for bringing a collaborative culture and collective responsibility to classrooms.

Mona Toncheff

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 exist: 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 an afterthought 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.

Matthew Treadway

Tier 2 Intervention: It's Not a Miracle, It's a System

In this session, Matthew Treadway explores critical question three, focusing on how to make Tier 2 a systematic schoolwide strategy that drives student success. Rather than viewing interventions as isolated classroom efforts, participants learn how to build and strengthen processes that support all students. Participants evaluate current practices, identify opportunities for improvement, and develop actionable steps to create a cohesive and effective intervention system throughout their school.

Participants in this session:
- Examine the recipe for an effective Tier 2 schedule.
- Evaluate how the four critical questions play an integral role in developing a system of intervention.

Jamie Virga

Six Challenges Teacher Teams Face and How to Overcome Them

Collaborative teacher teams are the heart of the PLC process. In every PLC journey, teacher teams will encounter obstacles and rough spots. Leaders and coaches must anticipate these challenges and be prepared to lead teams through the stormy weather. In this session, Jamie Virga draws on forty years of working with teacher teams to highlight these obstacles and provides coaching tips to help teams overcome lack of clarity, conflict, and anxiety.

Session Descriptions—Day 3

Jason A. Andrews

From Resistance to Commitment: Building Ownership of the PLC Process

While resistance to change is a natural part of any transformative process, effectively addressing it is key to building a thriving professional learning community. Jason A. Andrews equips participants with practical strategies to understand and overcome staff resistance while fostering a sense of ownership and shared commitment to the PLC process. Through an exploration of real-world scenarios, participants learn how to engage reluctant team members, address concerns with empathy, and create an environment where every educator feels valued and invested in the collective work. Participants gain tools to build trust, clarify the *why* behind the PLC process, and inspire a collaborative culture where all voices contribute to achieving high levels of learning for all students. Whether you're an administrator, instructional coach, or teacher leader, Dr. Andrews provides actionable insights to turn challenges into opportunities and resistance into momentum.

Participants can expect to:
- Learn to recognize common reasons for staff resistance to the PLC process and develop strategies to address concerns with empathy and understanding.
- Explore techniques to foster trust, clarify the purpose of the PLC process, and create a shared sense of responsibility among team members.
- Gain practical tools and communication strategies to transform resistance into commitment, enabling teams to work collaboratively toward achieving high levels of learning for all students.

William M. Ferriter

Using AI Tools to Make Differentiation Doable

Participants are encouraged to bring a fully charged computer or tablet to take full advantage of their time in this session.

Artificial intelligence (AI) tools are reshaping everything about education, offering innovative ways to enhance both teaching and learning. Participants in this session explore how tools like ChatGPT can help reduce the time, energy, and effort required to effectively differentiate instruction.

Participants in this session:
- Develop a clear understanding of what differentiation is and why it is essential for meeting diverse student needs.

- Explore practical ways to use AI tools like ChatGPT to streamline planning and delivery of differentiated instruction.
- Identify strategies to leverage AI for creating personalized learning experiences that support both initial reteaching and extension of grade-level essential standards.

Cheyana Leiva

Finding Your Place in a PLC: Supporting Every Educator

A true professional learning community includes every educator, yet singleton teachers or those in unique roles may feel disconnected from the process. In this session, Cheyana Leiva provides strategies for forming meaningful teams, leveraging vertical collaboration, and using structured protocols to enhance professional growth and student success.

Participants in this session:
- Discover ways to create and participate in meaningful PLC teams.
- Use structured protocols for effective planning across different content areas and grade levels.
- Implement data-driven strategies to enhance both student and educator learning.

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.

Regina Stephens Owens

The Learning Professional: Coaching Competence, Not Compliance

In a time of great change and instability, educators and administrators more than ever must become empowered learners. Let's move from telling to teaching and from unsupported

expectations to unmatched experiences that ensure educators are prepared for continuous learning.

Participants can expect to:
- Design and develop culture for learning.
- Learn to coach competency, not just compliance.
- Build collective capacity through shared responsibility of learning.
- Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

Lisa M. Reddel

PLCs: What's in It for Me?

"PLCs sound great, but what's in it for me as a teacher?" Teacher autonomy and team accountability are balanced in a professional learning community. Collaborating effectively with others is a condition for membership in virtually all professions. Yet, teachers often work in isolation from one another. Participants in this session explore the balance of team responsibility and individual autonomy in the PLC process.

Participants in this session:
- Examine how the simultaneous loose-tight culture in a PLC empowers teachers to make important decisions.
- Understand how team accountability and teacher autonomy can work together to benefit student learning.
- Explore strategies for bringing a collaborative culture and collective responsibility to classrooms.

Mona Toncheff

Taking Action With Data: Making the Process Easy, Efficient, and Effective

Effective collaborative teams use data as a powerful tool to meet the diverse needs of students while enhancing the professional practices of educators. In this session, Mona Toncheff models the most impactful methods for analyzing student thinking and provides actionable strategies to leverage data for both interventions and extensions in response to student learning.

Participants in this session:
- Understand the purpose and value of common assessments, along with the different types of data that collaborative teams use to drive instruction and learning.
- Explore methods to enhance the reliability and accuracy of the data teams collect.
- Develop and apply strategies and protocols for effectively analyzing student data as a collaborative team.
- Engage in hands-on practice with a real-world scenario to build confidence in applying these processes with their teams.

Matthew Treadway

Difficult Conversations: Don't Like Them, Can't Avoid Them

In this session, Matthew Treadway leads participants through various scenarios that often present themselves in schools. Through those scenarios and the new learning presented in this session, participants navigate how to engage others in courageous and respectful conversations that lead to improved student learning.

Participants can expect to:
- Understand and apply the "why, who, how, do" protocol to approach difficult conversations effectively.
- Collaborate with peers to craft effective responses to challenging coaching conversations.
- Reflect on personal experiences with coaching conversations to identify strengths and areas for growth.

Jamie Virga

CLEAR: A Five-Step Process for Building Collective Teacher Efficacy in Your PLC

The research is clear: Good things happen when there are high levels of collective teacher efficacy in schools. Student learning increases, teacher morale improves, and teacher retention grows. How can school leaders of all kinds work deliberately and strategically to build the collective efficacy of their teacher teams? In this session, Jamie Virga presents a research-based, five-step process that coaches and leaders in a variety of roles can use to increase their teams' collective efficacy and student results. Participants explore tools that can be found in Dr. Virga's new book, *Harnessing the Power of Collective Teacher Efficacy: A 5-Step Process for Building Strong Teams in Your PLC* (Solution Tree, 2024).

KEYNOTE

Regina Stephens Owens

Shift Happens! Care, Competency, and Continuous Learning: It's All About People

Learning in community requires a focus on building the capacity of all learners, including the professionals. Regina Stephens Owens equips participants with the tools needed to design learning environments that support believing, becoming, and belonging in their professional learning community. Regina shares the essentials for developing the skills and systems that sustain continuous learning.

Learning outcomes from this session include:
- Designing and developing a culture of care
- Coaching competency, not just compliance
- Building capacity for continuous learning