

Wednesday, May 27

6:30–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	Keynote —Mike Mattos <i>All In! Digging Deeper Into Becoming a True Professional Learning Community</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–3.
11:30 a.m.–12:30 p.m.	Lunch (provided)	
12:30–2:00 p.m.	Breakout Sessions	See pages 2–3.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Keynote —Tim Brown <i>Motivate, Inspire, Question: Leading in a PLC</i>	

Thursday, May 28

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	Keynote —Anthony Muhammad <i>Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–3.
11:30 a.m.–12:30 p.m.	Lunch (provided)	
12:30–2:00 p.m.	Breakout Sessions	See pages 2–3.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Team Time —Presenters aid in your collaborative team discussions.	

Friday, May 29

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
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 <i>Courageous Capacity: Sustaining a Culture of Care and Competency</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

A red asterisk* indicates session will be repeated.
 Rooms will be listed in blue beneath titles three weeks before the event.

Presenter	Wednesday, May 27		Thursday, May 28		Friday, May 29
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Casey R. Ahner	How Do We Ensure Engagement and Commitment to Learning for <i>All</i> Students?* Room TBD	Balance, Behavior, and Belonging: Integrating Student Wellness Into the PLC at Work Process Room TBD	Counselors in a PLC at Work Room TBD	Supporting Students Whose Behavior Is Counterproductive to Learning Room TBD	How Do We Ensure Engagement and Commitment to Learning for <i>All</i> Students? Room TBD
Tim Brown	Becoming World Class Together: Aligning Instruction, Assessment, and Intervention Through Collective Commitments Room TBD	Creating Confident Learners Through Effective Feedback* Room TBD	When Evidence Changes Teaching: Leveraging Short-Cycle CFAs for Real-Time Impact Room TBD	Creating Confident Learners Through Effective Feedback Room TBD	Helping Students Believe They Can: Building Self-Efficacy Through Reflection and Goal Setting Room TBD
Luis F. Cruz	Breaking Through the Initialisms: Connecting PLC and RTI to Ensure High-Quality Learning for Every Student* Room TBD	PLC Versus PLC Process: The Difference Between PLC as a Noun and a Verb Room TBD	Embracing English Language Development and Supporting Bilingual Students With the PLC Process Room TBD	Breaking Through the Initialisms: Connecting PLC and RTI to Ensure High-Quality Learning for Every Student Room TBD	Knowledge Is Not Power Until It Is Applied: Turning Your PLC Institute Experience Into Action Room TBD
Mike Mattos	Developing and Supporting High-Performing Teacher Teams Room TBD	The Four Pearls of Effective Interventions Room TBD	Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools Room TBD	Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors Room TBD	Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process Room TBD
Anthony Muhammad	All Hands on Deck! Keys to Building a Collaborative Culture Room TBD	Improving Professional Practice to Advance Student Learning Room TBD	“So, How Do We Get Buy-In?” Leveraging the Guiding Coalition to Build Consensus Room TBD	Does All Still Mean <i>All</i> ? Balancing Professional Obligation and Populism Room TBD	We Are Ready for PLC Greatness! How Do We Go Back and Convince Others to Join In? Room TBD

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	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Regina Stephens Owens	The <i>Why</i> Effect 2.0: Intentional Systems Produce Inspirational Cultures Room TBD	From Overload to Impact: A Data Discussion for Educators and Instructional Leaders Room TBD	Your Physical, Mental, and Relational Wellness: Thriving at Work <i>and</i> at Home! Room TBD	Different by Design: Small, Virtual, Innovative, and Singleton PLCs Room TBD	Educators Are Learners, Too! Stop Telling, Start Teaching Room TBD
Nathaniel Provencio	The Coach’s Blueprint: Moving From Fidelity to Integrity Room TBD	Leading at Scale: How Leaders Build and Sustain a Schoolwide PLC Culture Room TBD	Taming the Teams: Moving From Havoc to Harmony* Room TBD	Community Connections and Your PLC: Moving From Apathy to Empowerment Room TBD	Taming the Teams: Moving From Havoc to Harmony Room TBD
Matthew Treadway	Getting Down to the Essentials: The Secret Sauce to a Focused Curriculum (and How to Actually Make It Work) Room TBD	Tier 2 Intervention: It’s Not a Miracle, It’s a System* Room TBD	Partners in Practice: A Framework for Impactful Collaboration and Student Success in a Co-Teaching Partnership Room TBD	Inclusive Practices: Because “All Means All” Isn’t Just a T-Shirt Slogan Room TBD	Tier 2 Intervention: It’s Not a Miracle, It’s a System Room TBD
Eric Twadell	Social and Emotional Learning in a PLC at Work Room TBD	New to AI? Facilitating Better Teaching and Learning With AI Tools Room TBD	Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools Room TBD	Leadership Matters: Exploring the Habits of Highly Effective District, School, and Team Leaders Room TBD	Grading for Learning: Evidence-Based Grading and Reporting in a PLC at Work Room TBD

Agenda is subject to change.

Session Descriptions—Day 1

MORNING 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

Casey R. Ahner

How Do We Ensure Engagement and Commitment to Learning for All Students?

Students returned after COVID less interested than ever before. We are competing for their time and attention; they must be engaged to learn. Participants in this session examine reasons why students may not be engaged and discover effective strategies to increase student engagement and ownership of learning.

Participants can expect to:

- Acquire a toolkit of effective, research-based engagement strategies.
- Discover ways to make our content more meaningful and authentic for students.

Tim Brown

Becoming World Class Together: Aligning Instruction, Assessment, and Intervention Through Collective Commitments

World-class teams don't assume alignment; they design it. When expectations for instruction, assessment, and intervention are clear and shared, students experience greater clarity and support. In this session, Tim Brown provides practical tools and structured processes for developing collective commitments that get teams on the same page and strengthen learning for all students.

Participants in this session:

- Analyze examples of effective collective commitments.
- Identify gaps or inconsistencies in current team practices.
- Draft or refine one to three collective commitments aligned to instruction.

Luis F. Cruz

Breaking Through the Initialisms: Connecting PLC and RTI to Ensure High-Quality Learning for Every Student

In the world of education, initialisms like PLC and RTI often come with the promise of improving student outcomes, but they can also lead to confusion when educators struggle to see how these frameworks fit together. In this session, Luis F. Cruz, coauthor of *Taking Action: A Handbook for the RTI at Work Process*, 2nd ed. (Solution Tree, 2024), guides participants in making sense of the many initialisms and how they align to create a unified, student-centered approach. Participants leave with a clear understanding of how to connect the dots between PLC and RTI, ensuring a coherent strategy that supports all students in reaching their highest levels of learning.

Participants in this session:

- Understand how multitiered systems of support (MTSS) complement and strengthen the PLC process, creating a seamless system of support for all students.
- Explore how a guaranteed and viable curriculum is essential in developing common formative assessments (CFAs), and how this foundation supports the effectiveness of MTSS.
- Participate in an interactive activity designed for immediate application, enabling them to support and share the learning with colleagues who were unable to attend.

Mike Mattos

Developing and Supporting High-Performing Teacher Teams

Teacher teams are the engines of a professional learning community. They are responsible for identifying, teaching, assessing, and intervening on the most essential curriculum that students must learn each year. When teacher teams do the right work really well, student learning thrives. In this session, Mike Mattos provides a step-by-step process for forming, developing, and supporting high-performing teacher teams.

Participants learn how to:

- Form teacher teams and monitor their progress.
- Develop team norms, address violations, and focus teams on the right work.
- Create a tight-loose calendar of team outcomes.

Anthony Muhammad

All Hands on Deck! Keys to Building a Collaborative Culture

In this session, Anthony Muhammad addresses the cornerstone of the PLC process: collaboration. Learn how teachers, support staff, school administration, and central office all work together to improve school learning. Dr. Muhammad discusses alignment and coherence at every level of the system, including two key areas: creating a culture of collaboration and how to create an environment where people embrace collective responsibility.

Participants can expect to:

- Learn how to construct and protect productive collaborative relationships.
- Understand how to create organizational coherence and ensure collaboration at every level of the school community.
- Grasp the importance of cooperation over power or authority.

Regina Stephens Owens

The *Why* Effect 2.0: Intentional Systems Produce Inspirational Cultures

Organizational purpose and shared beliefs shape systems at every level. How do we ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. In this session, Regina Stephens Owens offers strategies to design cultures that shift from compliance and coercion to strategies that are caring and compelling.

Participants in this session:

- Identify the roles and responsibilities of the guiding coalition.
- Move from individual to collective commitments.
- Operationalize their culture by translating values into consistent actions.

Nathaniel Provencio

The Coach's Blueprint: Moving From Fidelity to Integrity

Effective coaching for educators and teams can be a significant factor in growing your school as a professional learning community. Effective coaching ensures teachers and teams' actions are integral to the three big ideas and four critical questions of a PLC as opposed to the fidelity to resources and materials. After examining these key frameworks, elements, and structures, participants learn how to effectively coach their teachers and teams for peak performance in a PLC.

Participants examine strategies and structures to collaboratively:

- Examine the roles and responsibilities of effective PLC instructional coaches.
- Acquire strategies to remove the barriers of coaching for teachers and teams.
- Utilize essential resources in developing all teachers and teams.

Matthew Treadway

Getting Down to the Essentials: The Secret to a Focused Curriculum (and How to Actually Make It Work)

Identifying essential standards is a foundational step in creating a guaranteed and viable curriculum. In this session, Matthew Treadway helps participants understand the importance of pinpointing key standards, the criteria for selecting them, and how to break them down into a progression of learning targets. Teams gain strategies and tools to increase efficiency and ensure a more targeted, student-centered approach to instruction.

Participants in this session:

- Understand the significance of identifying essential standards for student success.
- Identify the criteria for selecting essential standards in their context.
- Break down essential standards into a progression of clear and measurable learning targets.

Eric Twadell

Social and Emotional Learning in a PLC at Work

In most schools, social and emotional learning (SEL) is little more than canned programs that highlight cliché-driven posters and flyers. Schools that take SEL seriously learn quickly that we can teach and assess SEL just like any other subject and content area. In this session, Eric Twadell explores the CASEL social-emotional learning competencies and develops strategies and best practices for teaching and learning.

Participants in this session:

- Explore the CASEL social-emotional learning competencies—self-management, self-awareness, social awareness, responsible decision-making, and relationship skills.
- Learn strategies for the explicit assessment of these competencies.
- Understand how these competencies can impact student learning.
- Learn how to assess the impact of social and emotional learning instruction.

AFTERNOON BREAKOUT SESSIONS

Casey R. Ahner

Balance, Behavior, and Belonging: Integrating Student Wellness Into the PLC at Work Process

Student wellness is not an “add-on” initiative; it is a critical condition for learning and a shared responsibility within high-functioning professional learning communities. In this session, Casey R. Ahner explores how schools can intentionally integrate balance, behavior, and belonging into the PLC at Work framework without diluting academic focus or overburdening staff. Participants examine how wellness indicators (attendance, behavior patterns, engagement, emotional

regulation, and sense of belonging) function as essential data sources that inform instructional decisions, tiered supports, and collective action.

Participants can expect to:

- Clarify the role of student wellness in the PLC at Work framework.
- Identify proactive team-based responses to behavior and belonging.
- Identify how balance, behavior, and belonging support—rather than compete with—high levels of learning.

Tim Brown

Creating Confident Learners Through Effective Feedback

Although feedback is one of the most powerful influences on student learning, not all feedback has the same impact. The way we respond to student work can either build clarity and confidence or unintentionally create confusion and discouragement. Participants in this session explore research-based characteristics of effective feedback and examine how grading practices strengthen student learning.

Participants in this session:

- Apply the six keys of effective feedback to real classroom examples.
- Explore Thomas Guskey's four conditions for making grades meaningful.
- Analyze how their own feedback or grading examples align with these principles.

Luis F. Cruz

PLC Versus PLC Process: The Difference Between PLC as a Noun and a Verb

A school becomes a PLC when the entire staff not only embraces but also effectively utilizes the PLC process. But what does it really mean to *become* a PLC, and how do staff *use* the PLC process? In this session, Luis F. Cruz explains the distinction between a school that is a PLC and how the staff actively engage in the PLC process. Dr. Cruz introduces the key adult behaviors necessary for achieving systemic change that supports high levels of learning for all students.

Participants in this session:

- Explore the non-negotiables identified by Rick DuFour and Robert Eaker—the original architects of the PLC process—that are essential for a school or district to truly become a PLC.
- Discover how Dr. Cruz refers to these non-negotiables as the five vessels—critical elements that, when embraced by staff, lead to systemic change and drive high levels of learning for every student.
- Gain insight into why some staff may perceive PLCs as initiatives that have already been attempted in the past and failed.

Mike Mattos

The Four Pearls of Effective Interventions

The fundamental purpose of a professional learning community is to ensure high levels of learning for every student. Achieving this goal requires that schools effectively answer the third critical question of a PLC: How will we respond when students don't learn? In this session, Mike Mattos provides four guiding principles—four pearls—that can make your site interventions more effective. Participants explore how being a PLC creates the schoolwide processes needed to successfully implement these powerful ideas.

Participants in this session:

- Understand the four pearls to effective interventions.
- Explore examples and tools to implement each pearl.
- Connect the four pearls to the four critical questions of a PLC at Work.

Anthony Muhammad

Improving Professional Practice to Advance Student Learning

A PLC collaborates to improve student learning by stimulating professional learning. Many schools do not consider the learning for professionals as sacred as student learning. The PLC process operates under the assumption that adult learning is the catalyst for student learning. In this session, Anthony Muhammad introduces a process that will allow each school designing ongoing professional learning to support their professionals, which translates into greater performance for students.

Participants can expect to:

- Analyze a comprehensive set of data to identify areas for growth.
- Produce an effective and efficient professional learning system for educators.
- Generate a culture of intellectualism.

Regina Stephens Owens

From Overload to Impact: A Data Discussion for Educators and Instructional Leaders

In a time of intense focus on data, it's essential to build a rich culture of learning through dialogue and data, shifting from deficit thinking to a data mindset. Participants in this session discover practical ways to foster this culture, leverage varied data types, and boost team capacity for high levels of learning for all. Regina Stephens Owens equips instructional leaders to turn data into a catalyst for continuous growth and impact.

Participants learn:

- How we think with data to uncover insights and possibilities
- How we organize and access data for seamless use
- How we act on data in real time through decisions, shifts, and interventions

Nathaniel Provencio

Leading at Scale: How Leaders Build and Sustain a Schoolwide PLC Culture'

An effective PLC culture does not remain effective by chance. It scales through intentional leadership decisions that align people, pedagogy, and processes across the organization. Principals serve as the lead facilitators of this work while navigating the constant tension between what is urgent and what is necessary to ensure all students learn at high levels. Nathaniel Provencio discusses how school leaders can leverage the foundational elements of a PLC to scale a coherent, schoolwide culture that endures over time.

Participants examine strategies and structures to collaboratively:

- Hire, support, and retain the right people by clarifying expectations, modeling collaborative behaviors, and addressing misalignment.
- Scale high-impact pedagogical practices through collective clarity, shared commitments, and ongoing collaborative inquiry.
- Leverage processes for data use, intervention, and continuous improvement that support every learner.

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.

Eric Twadell

New to AI? Facilitating Better Teaching and Learning With AI Tools

Please bring a charged device (tablet or laptop recommended).

In this session, AI beginners learn how various AI chatbots can help facilitate better teaching and learning. For most teachers, unpacking standards, planning lessons, creating assessments, and developing interventions rarely start from scratch. Instead, we often begin with existing materials—something teachers have used in the past, something already in the district curriculum materials, something purchased from an online source like Teachers Pay Teachers, or

something from online lesson libraries maintained by content-specific websites like PBS or NCTM. While those materials have potential and certainly save time by providing a first draft of instructional strategies to consider, AI chatbots can help teachers analyze and improve these materials.

AFTERNOON KEYNOTE

Tim Brown

Motivate, Inspire, Question: Leading in a PLC

If we believe all students can learn at high levels, we must also believe all adults can grow at high levels. In a professional learning community, leadership is not confined to a title; it lives in classrooms, collaborative teams, and everyday professional interactions. In this keynote, Tim Brown explores how leaders at every level motivate with purpose, inspire through clarity, and ask questions that elevate collective practice. Participants reflect on how their influence, regardless of their role, shapes expectations, strengthens adult learning, and ultimately impacts student results.

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

Casey R. Ahner

Counselors in a PLC at Work

School counselors are key partners in the PLC at Work process. They contribute and help interpret data related to attendance, behavior, social-emotional needs, and academic risk indicators.

Counselors also support teams in identifying patterns and root causes as well as collaborate on the design and monitoring of Tier 2 and Tier 3 interventions. Through this work, counselors help ensure supports are proactive, aligned to academic goals, and responsive to barriers that impact student learning and well-being.

Participants can expect to:

- Explore what the role of a counselor in a PLC is and is not, how the role has shifted, and how the role supports academic goals.
- Develop tools for effective collaboration with counselors.

Tim Brown

When Evidence Changes Teaching: Leveraging Short-Cycle CFAs for Real-Time Impact

Assessment does not improve learning; instructional response does. Drawing from the foundational research in Paul Black and Dylan Wiliam's *Inside the Black Box* (1998), Tim Brown explores the five keys that make formative assessment effective and examines the critical role of short-cycle CFAs in driving real-time instructional change. Through guided data conversations and practical protocols, participants experience how timely evidence and structured dialogue can move teams from reporting results to refining practice, thereby ensuring that assessment truly promotes learning.

Participants in this session:

- Explain the five key principles of effective formative assessment identified by Black and Wiliam.
- Analyze short-cycle CFA data using a structured protocol.
- Strengthen team conversations around practice rather than performance.

Luis F. Cruz

Embracing English Language Development and Supporting Bilingual Students With the PLC Process

While research consistently shows that the PLC process is effective in helping all students achieve at high levels, educators must make intentional adjustments to meet the needs of diverse learners—especially those acquiring English as an additional language. In addition, educators must collectively contribute to English language development by embracing both designated and integrated ELD instructional approaches. In this session, Luis F. Cruz shares his expertise in both the PLC process and working with English learners to equip participants with strategies for ensuring these students thrive within the PLC framework.

Participants in this session:

- Discover how to adapt key components of the PLC process to promote academic success for emergent bilingual students, ensuring equitable learning opportunities for all.
- Learn how to differentiate between designated and integrated instruction to continuously develop the English language for students learning English as an additional language.

Mike Mattos

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

Schools that function as professional learning communities 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* in action.
- Review and reflect on the essential elements of Tiers 1, 2, and 3 intervention.
- Examine the most common RTI mistakes.
- Identify essential structures for RTI success.
- Reflect on critical reminders regarding process and criteria.

Anthony Muhammad

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

In his 25 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, 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

Your Physical, Mental, and Relational 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. Developing the relationship and wellness skills necessary to be part of an effective PLC at Work team takes its toll physically, mentally, and emotionally. The PLC life is one of “emotional and relational labor.” It is easy to experience fatigue from the daily noise and intense, often quick-changing expectations of the educator’s work life.

Participants in this session use the Wellness Solutions for Educators™ framework (co-authored by Dr. Timothy D. Kanold and Dr. Tina H. Boogren) to take a deep dive into the physical, mental, and relational wellness challenges that exist in the daily PLC life of an educator. Participants explore specific strategies for renewing the daily energy required to positively impact their students and colleagues. Participants are (re)invigorated, (re)inspired, and (re)connected to the benefits of a sustainable, joyful, and thriving home and PLC work life.

Participants can expect to:

- Discover brain research associated with their physical, mental, emotional, and social wellness.

- Consider concrete strategies for renewing their energy and incorporating wellness routines into daily life.
- Explore concrete strategies for reducing and avoiding the daily exhaustion of the educator's life.
- Learn mindfulness routines that build collaborative relationships and joy routines that stick.
- Learn how to choose a daily well-balanced professional and personal life.

Nathaniel Provencio

Taming the Teams: Moving From Havoc to Harmony

In a professional learning community, the work of effective collaborative teams is essential to ensure all students learn at high levels. It is even more essential that effective teams collaboratively focus on the right work. Moving a culture from independence to interdependence can be a challenge for our schools. After examining key components, structures, and resources of effective team collaboration, Nathaniel Provencio provides participants an opportunity to reflect on their schools' current practices and develop next steps that align with professional learning communities.

Participants examine strategies and structures to collaboratively:

- Examine the current capacity of their teachers and teams and determine the next steps.
- Identify how to call people in so they don't have to call them out.
- Acquire resources and frameworks to assist with building and sustaining effective collaborative teams.

Matthew Treadway

Partners in Practice: A Framework for Impactful Collaboration and Student Success in a Co-Teaching Partnership

Co-teaching has long been seen as a pathway to supporting all learners, but are we maximizing its potential? Participants in this session examine the impact of traditional co-teaching practices on student learning and reflect on how to improve. They explore the components of a more effective co-teaching framework that fosters greater collaborative instruction. Matthew Treadway provides practical strategies and tools to enhance efficiency and effectiveness, empowering teachers to create inclusive classrooms where all students achieve higher levels of learning.

Participants in this session:

- Evaluate the impact of traditional co-teaching practices on student learning.
- Identify the components of a more effective co-teaching framework and explain how they support greater collaborative instruction.
- Apply strategies and tools to enhance the efficiency and effectiveness of co-teaching in their classrooms.

Eric Twadell

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.

AFTERNOON BREAKOUT SESSIONS

Casey R. Ahner

Supporting Students Whose Behavior Is Counterproductive to Learning

Priority schools are often described through a deficit lens—high needs, high turnover, and limited capacity. In this session, Casey R. Ahner challenges that narrative. This session is designed for district leaders, principals, counselors, instructional coaches, and teachers who are committed to equity, sustainability, and long-term improvement in priority settings.

Participants can expect to:

- Articulate the strengths and assets that already exist within priority schools and how those assets are frequently overlooked or unleveraged.
- Identify actionable strategies for supporting all students despite academic skill levels and behavior challenges.
- Explore how collaborative teams produce collective teacher efficacy and shared ownership of results in priority schools to increase student learning.

Tim Brown

Creating Confident Learners Through Effective Feedback

Although feedback is one of the most powerful influences on student learning, not all feedback has the same impact. The way we respond to student work can either build clarity and confidence or unintentionally create confusion and discouragement. Participants in this session explore

research-based characteristics of effective feedback and examine how grading practices strengthen student learning.

Participants in this session:

- Apply the six keys of effective feedback to real classroom examples.
- Explore Thomas Guskey's four conditions for making grades meaningful.
- Analyze how their own feedback or grading examples align with these principles.

Luis F. Cruz

Breaking Through the Initialisms: Connecting PLC and RTI to Ensure High-Quality Learning for Every Student

In the world of education, initialisms like PLC and RTI often come with the promise of improving student outcomes, but they can also lead to confusion when educators struggle to see how these frameworks fit together. In this session, Luis F. Cruz, coauthor of *Taking Action: A Handbook for the RTI at Work Process*, 2nd ed. (Solution Tree, 2024), guides participants in making sense of the many initialisms and how they align to create a unified, student-centered approach. Participants leave with a clear understanding of how to connect the dots between PLC and RTI, ensuring a coherent strategy that supports all students in reaching their highest levels of learning.

Participants in this session:

- Understand how multitiered systems of support (MTSS) complement and strengthen the PLC process, creating a seamless system of support for all students.
- Explore how a guaranteed and viable curriculum is essential in developing common formative assessments (CFAs), and how this foundation supports the effectiveness of MTSS.
- Participate in an interactive activity designed for immediate application, enabling them to support and share the learning with colleagues who were unable to attend.

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, some students will need support mastering the behaviors to succeed in school and beyond. Every school knows this universal truth, but many schools lack the systematic processes needed to achieve this outcome. In this session, Mike Mattos demonstrates how a school can leverage the four critical questions of the PLC at Work process to identify, teach, assess, and intervene when students lack essential academic and social behaviors.

Participants in this session:

- Create the right mindset for teaching behavior.

- Learn how the entire school—the entire PLC—must work together to teach essential behaviors.
- Consider systematic, tiered supports to target behavior interventions.

Anthony Muhammad

Does All Still Mean All? Balancing Professional Obligation and Populism

The first big idea of a PLC at Work is to ensure high levels of learning for all. As professionals, we are clear that all students can learn, but we are also aware that students learn differently and at different paces. How will your professionals respond when outside forces and agendas clash with research and best practice? In this session, Anthony Muhammad addresses the challenge of navigating populism and the implementation of best practice.

Participants in this session:

- Understand the professional and moral obligation of committing to learning for *all*.
- Find ways to navigate around populist barriers to best practice.
- Learn how to shift from damaging mindsets (superiority and inferiority) to high levels of collective efficacy (liberation mindset).

Regina Stephens Owens

Different by Design: Small, Virtual, Innovative, and Singleton PLCs

Small schools—charter, innovative, online—face big questions:

- How do we do it?
- How do we engage CTE, fine arts, PE?
- What about singletons?
- Where do we start?
- How do we sustain it?

In this session, Regina Stephens Owens demonstrates how participants can design and implement the PLC process in their school or district. Participants learn how to navigate nuances of being different, how to develop teams with meaningful work, and strategies for effective implementation.

Nathaniel Provencio

Community Connections and Your PLC: Moving From Apathy to Empowerment

Family and community engagement is often an overlooked and underutilized area of support for schools. Effectively implementing strong family involvement and engagement has the potential to help solidify a school in their growth as a PLC. When families partner with their children's educators, both trust and support—areas of need in today's educational climate—can grow. Participants in this session learn how to leverage the three big ideas of a PLC—learning,

collaboration, and results—to reframe, reignite, and re-engage parents, families, and their school community.

Participants examine strategies and structures to collaboratively:

- Tear down the primary barriers and challenges in growing family engagement in schools.
- Utilize the three big ideas and four critical questions of a PLC to engage parents and families.
- Acquire new frameworks for reigniting parent and family engagement in schools.

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.
- Explore the concept of tailoring instruction to meet the diverse needs of all learners.
- Understand specially designed instruction as the primary lever for meaningful access to grade-level learning—not a compliance requirement or a separate system.

Eric Twadell

Leadership Matters: Exploring the Habits of Highly Effective District, School, and Team Leaders

District, school, and team leaders play an important role in developing PLCs. This session explores the essential characteristics and roles of leaders in creating and sustaining a culture of collaboration and shared responsibility in a PLC.

Participants in this session:

- Zero in on essential conversations to create a focus on learning.
- Discover how effective leaders facilitate a culture of shared responsibility.
- Examine strategies effective leaders must utilize to develop a learning-centered culture in districts, schools, and teams.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Casey R. Ahner

How Do We Ensure Engagement and Commitment to Learning for All Students?

Students returned after COVID less interested than ever before. We are competing for their time and attention; they must be engaged to learn. Participants in this session examine reasons why students may not be engaged and discover effective strategies to increase student engagement and ownership of learning.

Participants can expect to:

- Acquire a toolkit of effective, research-based engagement strategies.
- Discover ways to make our content more meaningful and authentic for students.

Tim Brown

Helping Students Believe They Can: Building Self-Efficacy Through Reflection and Goal Setting

Students are more motivated and engaged when they believe their effort leads to growth. Research consistently shows that self-efficacy—a student’s belief in their ability to succeed—is one of the strongest predictors of persistence and achievement. Participants in this session examine the essential conditions that strengthen student self-efficacy through purposeful goal setting and structured reflection. They explore practical routines, tools, and team-developed strategies that help students set meaningful goals, monitor their progress, and reflect on their growth.

Participants in this session:

- Explore the connection between self-efficacy, motivation, and student achievement.
- Identify key characteristics of effective goal setting and reflection practices.
- Analyze examples of student goal-setting tools and reflection protocols.

Luis F. Cruz

Knowledge Is Not Power Until It Is Applied: Turning Your PLC Institute Experience Into Action

After attending a PLC at Work institute, educators often return to their schools energized—only to encounter the challenge of fostering buy-in from colleagues who were not part of the experience. How can school leaders and teacher teams cultivate shared commitment, meaningful collaboration, and lasting implementation of the PLC process? In this closing session, Luis F. Cruz shares proven, practical strategies for helping colleagues think differently, feel differently, and

ultimately do differently so that the PLC work moves beyond isolated practice and becomes embedded schoolwide.

Participants in this session:

- Gain insight into how to guide staff through necessary technical changes (the structural aspects) to ensure all students achieve at high levels.
- Learn how to promote a cultural shift (the human aspect) that supports and sustains those technical changes, creating lasting transformation in the school community.
- Gain actionable resources to facilitate both technical and cultural changes, empowering them to effectively implement the PLC process at their site.

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.

Regina Stephens Owens

Educators Are Learners, Too! Stop Telling, Start Teaching

Educators must embrace the mindset that they are learners, too. Participants in this session discover practical strategies to coach professionals toward true competence and promote efficacy and engagement in every learner. Regina Stephens Owens fosters collaboration and confidence as we learn and grow together by monitoring and measuring processes and performance.

Participants in this session:

- Identify systems in need of redesign and intentionally monitor and measure learning processes.
- Learn strategies to sustain professional growth and plan for continuous learning.

Nathaniel Provencio

Taming the Teams: Moving From Havoc to Harmony

In a professional learning community, the work of effective collaborative teams is essential to ensure all students learn at high levels. It is even more essential that effective teams collaboratively focus on the right work. Moving a culture from independence to interdependence can be a challenge for our schools. After examining key components, structures, and resources of effective team collaboration, Nathaniel Provencio provides participants an opportunity to reflect on their schools' current practices and develop next steps that align with professional learning communities.

Participants examine strategies and structures to collaboratively:

- Examine the current capacity of their teachers and teams and determine the next steps.
- Identify how to call people in so they don't have to call them out.
- Acquire resources and frameworks to assist with building and sustaining effective collaborative teams.

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.

Eric Twadell

Grading for Learning: Evidence-Based Grading and Reporting in a PLC at Work

Moving beyond PLC Lite requires that schools examine traditional grading practices. While tackling this challenge has often been cited as the “third rail of school reform,” it is an essential destination on the journey to becoming a PLC that embraces assessment and grading practices and supports student learning. In this session, Eric Twadell provides participants with a roadmap for differentiating professional development for teachers and teams interested in implementing standards-based grading.

Participants in this session:

- Gain appreciation for using a learning map to differentiate professional development.
- Explore challenges associated with traditional grading practices and reporting results.
- Learn how to structure professional development and a learning map for teachers and teams specifically focused on standards-based grading and reporting.
- Explore the five stages of evidence-based grading and reporting.

KEYNOTE

Regina Stephens Owens

Courageous Capacity: Sustaining a Culture of Care and Competency

This session is a reset for educators and leaders who care deeply and are ready to move from running on empty to growing with renewed energy and hope. Participants explore how everyday choices—not perfection or heroics—can create cultures where people feel seen, supported, and equipped to sustain learning. Participants examine adult learning through the lens of competence as an act of care and discover how growing and sustaining their skills and continuous learning become powerful ways to show care for themselves, others, and their communities.

Participants learn how to:

- Design systems that support well-being and help everyone grow.
- Foster a sense of value, connection, and support for every adult.
- Encourage risk-taking to build bold capacity and transform learning.