

### Wednesday, July 8

6:30–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	<b>Keynote</b> —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.	<b>Breakout Sessions</b>	See pages 2–3.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 2–3.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Keynote</b> —Brig Leane <i>The Power of Shared Leadership</i>	

### Thursday, July 9

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	<b>Keynote</b> —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.	<b>Breakout Sessions</b>	See pages 2–3.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 2–3.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Team Time</b> —Presenters aid in your collaborative team discussions.	

### Friday, July 10

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	<b>Breakout Sessions</b>	See pages 2–3.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	<b>Keynote</b> —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, July 8		Thursday, July 9		Friday, July 10
	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.
<b>Tim Brown</b>	Becoming World Class: Steps, Processes, and Tools for Getting on the Same Page <a href="#">Room TBD</a>	Creating Confident Learners Through Effective Feedback* <a href="#">Room TBD</a>	Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting* <a href="#">Room TBD</a>	Creating Confident Learners Through Effective Feedback <a href="#">Room TBD</a>	Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting <a href="#">Room TBD</a>
<b>Luis F. Cruz</b>	Breaking Through the Initialisms: Connecting PLC and RTI to Ensure High-Quality Learning for Every Student* <a href="#">Room TBD</a>	PLC Versus PLC Process: The Difference Between PLC as a Noun and a Verb <a href="#">Room TBD</a>	Embracing English Language Development and Supporting Bilingual Students With the PLC Process <a href="#">Room TBD</a>	Breaking Through the Initialisms: Connecting PLC and RTI to Ensure High-Quality Learning for Every Student <a href="#">Room TBD</a>	Knowledge Is Not Power Until It Is Applied: Turning Your PLC Institute Experience Into Action <a href="#">Room TBD</a>
<b>Scot Curran</b>	Intentional Instruction: Making Strategic Choices to Improve Student Outcomes* <a href="#">Room TBD</a>	Adult Learning Precedes Student Improvement: Common Challenges for Coaches, Mentors, and Teacher Leaders <a href="#">Room TBD</a>	Demystifying Elementary Student Engagement: Clarifying a Complex Concept to Improve Student Learning <a href="#">Room TBD</a>	Make Your Data Meaningful: Practical Applications for Educators <a href="#">Room TBD</a>	Intentional Instruction: Making Strategic Choices to Improve Student Outcomes <a href="#">Room TBD</a>
<b>Jacqueline Heller</b>	Aligning Instruction and Assessment With Essential Standard Learning Targets <a href="#">Room TBD</a>	Assessing and Monitoring Learning in Early Childhood (PreK-2) <a href="#">Room TBD</a>	Transforming Literacy Outcomes in a PLC at Work* <a href="#">Room TBD</a>	Communicating and Collaborating on Student Learning Goals <a href="#">Room TBD</a>	Transforming Literacy Outcomes in a PLC at Work <a href="#">Room TBD</a>
<b>Brig Leane</b>	The PLC Dashboard: The Leader's Guide to Implementing and Sustaining the PLC Process* <a href="#">Room TBD</a>	Coaching Teams: Shifting From "What's Wrong" to "What's Next" <a href="#">Room TBD</a>	Classroom and Instructional Management: Foundations for Student Learning <a href="#">Room TBD</a>	Singletons: Finding Meaningful Collaboration When You Are a Team of One <a href="#">Room TBD</a>	The PLC Dashboard: The Leader's Guide to Implementing and Sustaining the PLC Process <a href="#">Room TBD</a>

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<b>Mike Mattos</b>	Developing and Supporting High-Performing Teacher Teams Room TBD	The Four Pearls of Effective Interventions Room TBD	Beyond Study Halls and Special Education: Tackling the Logistics of Secondary Systematic Interventions 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
<b>Anthony Muhammad</b>	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 All? 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
<b>Regina Stephens Owens</b>	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	Educators Are Learners, Too! Stop Telling, Start Teaching Room TBD	Inspiring a Culture of Courage and Care Room TBD
<b>Jeanne Spiller</b>	The Path to Better Results: Quality Instruction, Focused Teams, and Targeted Supports Room TBD	From Standards to Learning Progressions Room TBD	Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools Room TBD	Leading From the Central Office: Anchor, Amplify, and Accelerate PLC Work Room TBD	All Means All: Mindsets and Moves That Elevate Every Learner Room TBD

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# 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

### Tim Brown

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

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

### 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 multilevel 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.

## **Scot Curran**

### **Intentional Instruction: Making Strategic Choices to Improve Student Outcomes**

The most successful collaborative teams leverage the strengths of all members by analyzing and discussing how they will meet the specific needs of the students they serve. However, this requires that all practitioners possess a deep understanding of their students and effective instructional strategies as well as the ability to articulate this complex knowledge in a timely manner. Participants examine pragmatic ways to increase their instructional impact in the classroom, as well as better prepare educators to share their expertise with colleagues during collaborative time.

Participants can expect to:

- Develop shared clarity of the role of formative assessment within and across classrooms.
- Learn about different types of feedback and how to use them strategically to increase student learning.
- Gain strategies to increase student efficacy by connecting new learning to prior knowledge.

## **Jacqueline Heller**

### **Aligning Instruction and Assessment With Essential Standard Learning Targets**

How do we meet students where they are and actually move them toward proficiency on the essential standards? Teams must not only identify what is most essential for all students to learn, but also create a learning progression for their essential standards and collectively develop a plan of action through the teaching-assessing-learning cycle that maximizes opportunities for students to become proficient with learning tasks aligned to specific learning targets.

Participants learn how to:

- Deconstruct essential standards into learning targets arranged in a learning progression.
- Prioritize and pace the learning across the year with proficiency maps.

- Align purchased curriculum materials to team-developed learning targets.
- Create or curate assessments with tasks and questions that yield actionable data for specific learning targets.

## Brig Leane

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

This session is for leaders who are eager to start (or restart) the PLC process back on campus in a way that is focused, will produce quick wins, and will be sustainable for busy educators. Based on his newest book, *The PLC Dashboard* (Solution Tree, 2025), Brig Leane explores exactly what effective teams and singletons should produce and what leaders should monitor. Brig gives leaders a doable roadmap outlining the three keys that guide schools through the PLC process as well as insights into how and why leaders should monitor team progress.

Participants in this session:

- Explore exactly what teams and singletons should produce.
- Learn methods to effectively monitor the PLC process in a low-tech way.
- Examine ways to address resistance.

## 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.

## Jeanne Spiller

### **The Path to Better Results: Quality Instruction, Focused Teams, and Targeted Supports**

School improvement accelerates when teams strengthen what matters most: high-quality Tier 1 instruction, a disciplined PLC process, and intentional, targeted intervention systems. In this session, Jeanne Spiller equips educators with practical tools to tighten instructional practice, collaborate with greater focus, and respond strategically to student learning needs. Participants learn clear actions they can take in the next thirty days to drive measurable, schoolwide improvement.

Participants in this session:

- Strengthen Tier 1 instruction by identifying and implementing high-leverage practices that improve student learning immediately.
- Use the PLC process to analyze evidence, make timely instructional adjustments, and drive team action.
- Build or refine an intentional intervention system that targets essential needs and accelerates student progress.

## AFTERNOON BREAKOUT SESSIONS

### Tim Brown

#### **Creating Confident Learners Through Effective Feedback**

How feedback is given and how feedback is received significantly impacts learners. Since feedback is one of the most powerful tools we have at our disposal to enhance learning, it is

important that educators understand the characteristics of effective feedback. In this session, Tim Brown explores those characteristics, and participants reflect on the degree to which those conditions are understood and used in their schools.

## 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.

## Scot Curran

### **Adult Learning Precedes Student Improvement: Common Challenges for Coaches, Mentors, and Teacher Leaders**

The overwhelming majority of educators enter the field with the primary goal of making a difference in students' lives. However, adult learning opportunities are not always met with the same mindset and enthusiasm expected of children. In this session, Scot Curran invites instructional leaders to reflect on their current reality and consider how they can better improve student learning through their positive impact on colleagues.

Participants can expect to:

- Reflect on how to develop learning-focused adult relationships necessary to sustain improved student achievement.
- Develop shared clarity of the consulting, collaborating, and coaching stances to determine how to positively influence colleagues based on their current role.
- Examine several strategies to engage in productive conflict.

## Jacqueline Heller

### Assessing and Monitoring Learning in Early Childhood (PreK-2)

Developmentally, our youngest learners grow and learn more rapidly than older students. As such, it is even more important to monitor that learning in early childhood. Educators who teach PreK-2 have specific considerations when collecting data so they can examine their youngest students' learning in a way that allows them to be responsive and also celebrate and support student growth and proficiency.

Participants in this session:

- Explore assessment techniques, tasks, and tools for formative assessments for academic content and social-emotional learning in early childhood.
- Use age-appropriate student goal-setting and progress-monitoring tools with data to get better results for young learners.
- Learn how to accelerate student progress toward proficiency by creating targeted learning progressions that meet each student where they are and move them forward.

## Brig Leane

### Coaching Teams: Shifting From "What's Wrong" to "What's Next"

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

Participants in this session:

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

## 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

## **Jeanne Spiller**

### **From Standards to Learning Progressions**

In this session, Jeanne Spiller guides educators through a practical process for converting standards into clear, sequenced learning progressions. Participants examine the essential knowledge and skills within a standard and map the steps students take toward proficiency. Jeanne highlights how transparent learning pathways strengthen planning, instruction, and shared expectations.

Participants in this session:

- Analyze a standard to determine the key knowledge and skills students must develop.
- Create a concise learning progression outlining the pathway to proficiency.
- Identify aligned evidence that informs instructional decisions at each step.

## AFTERNOON KEYNOTE

### Brig Leane

#### **The Power of Shared Leadership**

A key strategy to starting and sustaining the PLC process is establishing an effective guiding coalition of administrators and teacher leaders. In this interactive keynote, Brig Leane provides practical guidance to learn what a guiding coalition is, how everyone at school can contribute, and who should (and shouldn't) be on the guiding coalition, so that each participant can positively impact school culture through shared leadership.

Participants in this session:

- Examine the purpose and tasks of the guiding coalition.
- Learn how to respond to negativity.
- Develop actionable next steps.

# Session Descriptions—Day 2

## KEYNOTE

### Anthony Muhammad

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

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

Participants in this session:

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

## MORNING BREAKOUT SESSIONS

### Tim Brown

#### **Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting**

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

### 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.

## Scot Curran

### **Demystifying Elementary Student Engagement: Clarifying a Complex Concept to Improve Student Learning**

Teaching is a career that is equally important and complex. Elementary educators are expected to deeply understand multiple content areas and know how to ensure all students' varying social and emotional needs are met. Despite the fact that this requires tremendous clarity, terms such as *engagement* are often used in schools without developing shared understanding regarding what it truly means or should look like in the classroom. In this session, Scot Curran supports elementary educators to better understand engagement. Participants discover how they can apply this learning to improve student achievement.

Participants can expect to:

- Develop shared clarity regarding the complexity of engagement to better understand the challenge of engaging their students.
- Examine the emotional and cognitive components of student engagement and how these relate to student ownership of learning.
- Reflect on current strengths and actionable next steps to improve student engagement through the PLC process.

## Jacqueline Heller

### **Transforming Literacy Outcomes in a PLC at Work**

In this session, Jacqueline Heller equips participants to reach high levels of student reading achievement by clarifying what is most essential from the seemingly unending scope of literacy learning, standards, and research. When teams use the literacy framework and tools to build shared learning around essential literacy targets and then align their practices to those targets, they can better ensure high levels of literacy learning for every child, every day.

Participants in this session gain tools to help teams:

- Prioritize the components of literacy that increase essential reading outcomes by grade-level band.
- Use reading progressions to create a path to student proficiency from learning targets.

- Access templates and protocols to make your literacy team's collaborative time more effective and improve learning for all.

## **Brig Leane**

### **Classroom and Instructional Management: Foundations for Student Learning**

Before expecting students to learn at high levels, teachers must have effective classroom management. This fundamental session is designed for participants to learn practical techniques to organize and arrange classroom experiences while building relationships to foster student learning. Participants learn how procedures and rules differ and how both are critical to a learning-focused classroom. Brig Leane explains how readily available technologies can help organize and manage instruction.

Participants in this session:

- Explore classroom management approaches, skills, and strategies.
- Examine how Google Slides and PowerPoint promote effective instructional management.

## **Mike Mattos**

### **Beyond Study Halls and Special Education: Tackling the Logistics of Secondary Systematic Interventions**

Providing systematic supports—where students can receive the collective expertise of the entire staff—requires dedicated intervention time within a school's master schedule. At the secondary level, scheduling time at Tier 2 is relatively easy—it is the process virtually every middle/high school does to create an "assembly" schedule. The real obstacles begin when the staff considers the logistics of having potentially hundreds of students transitioning to specific interventions.

Critical questions arise, such as:

- How do we determine what interventions to offer?
- How do we assign staff?
- How do we transition students to the correct help sessions?
- What if students need help in more than one course?
- How do we hold students accountable to attend?
- What do we do for students who don't need extra help?

In this session, Mike Mattos explores specific processes that work—and don't work—when creating and targeting secondary interventions.

## **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.

## Jeanne Spiller

### **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.

## AFTERNOON BREAKOUT SESSIONS

### **Tim Brown**

#### **Creating Confident Learners Through Effective Feedback**

How feedback is given and how feedback is received significantly impacts learners. Since feedback is one of the most powerful tools we have at our disposal to enhance learning, it is important that educators understand the characteristics of effective feedback. In this session, Tim Brown explores those characteristics, and participants reflect on the degree to which those conditions are understood and used in their schools.

### **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 multilevel 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.

## Scot Curran

### **Make Your Data Meaningful: Practical Applications for Educators**

Are you gathering and monitoring various data points but not yet seeing the increases in student achievement? While educators are consistently assessing student learning in a variety of ways, it can be challenging to make meaning from these results in a way that improves instructional practice. Participants review how data drives the work of collaborative teams in a PLC, reflect upon their current use of data, and determine how to refine their analysis to more effectively meet student needs.

Participants can expect to:

- Gain shared clarity on the importance of both quantitative and qualitative data.
- Determine how to make meaning of data used at the classroom, school, and district level.
- Acquire a structure that collaborative teams can use to both understand needs and take action to ensure higher levels of learning.

## Jacqueline Heller

### **Communicating and Collaborating on Student Learning Goals**

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

Participants in this session:

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

## Brig Leane

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

How does the only music, art, CTE, AP, departmentalized elementary teacher, or any other singleton teacher effectively participate in the PLC process like the teachers who teach the same course or subject? Based on Brig Leane's book, *Singletons in a PLC at Work* (Solution Tree, 2022),

both singletons and administrators will be provided clear direction to engage in powerful and meaningful collaboration. Participants will receive tools and templates they can immediately utilize to ensure singletons don't waste their time coblaborating.

Participants in this session:

- Examine several keys to meaningful collaboration.
- Examine the three on-ramps for singletons to develop meaningful collaboration.

## Mike Mattos

### **Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors**

The fundamental purpose of a professional learning community is to ensure high levels of learning for all students. To achieve this mission, 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

### **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.

## Jeanne Spiller

### **Leading From the Central Office: Anchor, Amplify, and Accelerate PLC Work**

Districts thrive when central office leaders create the clarity, coherence, and confidence schools need to ensure high levels of learning for all students. Grounded in the core ideas from *Leading With Intention* (Solution Tree, 2018) and *Leading Beyond Intention* (Solution Tree, 2022), this session examines how system leaders anchor teams in purpose, amplify what matters most, and accelerate the work of professional learning communities across all schools. Participants uncover the leadership moves that shift a system from good intentions to aligned, collective impact.

Participants in this session:

- Understand how central office leadership shapes culture, coherence, and capacity building across schools engaged in PLC work.
- Apply the anchor-amplify-accelerate framework to strengthen districtwide support for principals and PLC teams.
- Identify specific, high-leverage system commitments that shift practice from intention to measurable improvement for students.

# Session Descriptions—Day 3

## BREAKOUT SESSIONS

### Tim Brown

#### **Enhancing Self-Efficacy and Motivation Through Reflection and Goal Setting**

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

### 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.

### Scot Curran

#### **Intentional Instruction: Making Strategic Choices to Improve Student Outcomes**

The most successful collaborative teams leverage the strengths of all members by analyzing and discussing how they will meet the specific needs of the students they serve. However, this requires that all practitioners possess a deep understanding of their students and effective instructional strategies as well as the ability to articulate this complex knowledge in a timely manner. Participants examine pragmatic ways to increase their instructional impact in the classroom, as well as better prepare educators to share their expertise with colleagues during collaborative time.

Participants can expect to:

- Develop shared clarity of the role of formative assessment within and across classrooms.
- Learn about different types of feedback and how to use them strategically to increase student learning.
- Gain strategies to increase student efficacy by connecting new learning to prior knowledge.

## Jacqueline Heller

### **Transforming Literacy Outcomes in a PLC at Work**

In this session, Jacqueline Heller equips participants to reach high levels of student reading achievement by clarifying what is most essential from the seemingly unending scope of literacy learning, standards, and research. When teams use the literacy framework and tools to build shared learning around essential literacy targets and then align their practices to those targets, they can better ensure high levels of literacy learning for every child, every day.

Participants in this session gain tools to help teams:

- Prioritize the components of literacy that increase essential reading outcomes by grade-level band.
- Use reading progressions to create a path to student proficiency from learning targets.
- Access templates and protocols to make your literacy team's collaborative time more effective and improve learning for all.

## Brig Leane

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

This session is for leaders who are eager to start (or restart) the PLC process back on campus in a way that is focused, will produce quick wins, and will be sustainable for busy educators. Based on his newest book, *The PLC Dashboard* (Solution Tree, 2025), Brig Leane explores exactly what effective teams and singletons should produce and what leaders should monitor. Brig gives leaders a doable roadmap outlining the three keys that guide schools through the PLC process as well as insights into how and why leaders should monitor team progress.

Participants in this session:

- Explore exactly what teams and singletons should produce.
- Learn methods to effectively monitor the PLC process in a low-tech way.
- Examine ways to address resistance.

## 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**

### **Inspiring a Culture of Courage and Care**

In this session, Regina Stephens Owens ignites hearts and hands to intentionally inspire a culture where courage and care grow through clear commitments and coaching. This process cultivates connection by celebrating progress in performance and constructively challenging behaviors that hold us back. Together, participants create a vibrant culture where every action aligns with shared values for continuous improvement.

Participants in this session:

- Understand the role and responsibilities of the guiding coalition.
- Develop clarity and ownership of personal and team commitments for a culture of courage and care.
- Gain practical coaching strategies to coach and clarify, celebrate wins, and address challenges with intention and respect.

## Jeanne Spiller

### All Means All: Mindsets and Moves That Elevate Every Learner

This session is intentionally designed for both general and special educators who are working to ensure every student, without exception, experiences high levels of learning.

Together, participants explore the key ideas from *Yes We Can: General and Special Educators Collaborating in a Professional Learning Community* (Solution Tree, 2016) and its companion text, *All Means All: Essential Actions for Leveraging Yes We Can!* (Solution Tree, 2025). Participants examine the personal and systemic beliefs that shape our work, assess how aligned systems strengthen collaboration between general and special educators, and identify inclusive practices that make all *truly* mean *all*.

Participants in this session:

- Understand the six core principles from *Yes We Can!* and *All Means All* and their role in maximizing learning for every student.
- Examine personal and systemic beliefs that influence our work with students.
- Reflect on current practices to identify alignment gaps and needed shifts.
- Develop clear next steps to strengthen shared ownership and collective commitment in the PLC process to elevate learning for *all*.

## 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.