Leaders in a PLC at Work
Murfreesboro, TN • July 13–15, 2026

Monday, July 13

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	**Keynote**—Matthew Treadway *Leading the Work: Leadership Moves That Bring a PLC at Work to Life*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**High-Impact Talks by Principals—**Short "TED Talk" sessions with tips and tricks to aid learning and school improvement **Session A** • 2:45–3:10 p.m. **│ Session B** • 3:15–3:45 p.m. (Each Session A HIT will be repeated in Session B.)	See page 2.

Tuesday, July 14

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	**Keynote**—Jasmine K. Kullar *Am I Leading a PLC, PLC Lite, or Traditional School—or Am I Leading at All?*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Leadership Forums**—Topic-driven discussions with participants and experts	
	Strategies for Aspiring and New Leaders and Those Who Support Them—Jasmine K. Kullar	
	Moving From PLC Lite to Right—Luis F. Cruz	
	Duties as Assigned: Empowering Your Role (APs, Coaches, Coordinators, Etc.)—Matthew Treadway	

Wednesday, July 15

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	**Breakout Sessions**	See page 2.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—Luis F. Cruz *The Habits of Highly Effective Leadership in a PLC at Work*	

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	Monday, July 13			Tuesday, July 14		Wednesday, July 15
	10:00–11:30 a.m.	1:00–2:30 p.m.	High-Impact Talks 2:45–3:45 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Luis F. Cruz	Creating Trust Between PLC Leaders and PLC Followers Room TBD	Guiding Coalitions, Task Forces, and PLC Facilitators: A Collective Approach to Leading PLCs Room TBD	Diversifying the *Why* in the Need to Embrace PLCs Room TBD	"There Is Already Too Much on Our Plates!" Addressing Staff Resistance as Leaders in a PLC* Room TBD	Accountability: A Powerful and Necessary Ingredient for Effective PLC Implementation Room TBD	"There Is Already Too Much on Our Plates!" Addressing Staff Resistance as Leaders in a PLC Room TBD
Jasmine K. Kullar	Make Them Listen: Elevating Your Message When Presenting Room TBD	Leading Dysfunctional Teams Room TBD	Aspiring for a Promotion? Room TBD	Training Teacher Leaders in a PLC Room TBD	Building Your Building: Hiring and Keeping Great Teachers Room TBD	
Matthew Treadway	From Compliance to Clarity: Supporting the Work of PLC Teacher Teams Room TBD	Building a Guaranteed and Viable Curriculum Through Collaborative Teams Room TBD	The Guiding Coalition Question: Who Actually Leads the Work? Room TBD	When Students Don't Learn: Leading Effective Tier 2 Systems of Support Room TBD	All Means All: Leading Schools Where Every Student Has Meaningful Access to Learning Room TBD	Leading the Balance: Navigating Instructional Programs and Essential Standards Room TBD

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Matthew Treadway

Leading the Work: Leadership Moves That Bring a PLC at Work to Life

The PLC at Work process has transformed schools across the world by focusing educators on a simple but powerful idea: ensuring high levels of learning for every student. While the framework is clear, sustaining the work requires more than collaborative teacher teams; it requires leadership. Building leaders, district leaders, and teacher leaders all play a critical role in shaping the culture, structures, and expectations that allow the PLC process to thrive. Leadership decisions determine whether collaboration becomes focused and purposeful or whether it drifts into disconnected meetings and initiatives.

In this opening keynote, Matthew Treadway explores how leadership supports and sustains the PLC at Work process. Participants examine the leadership responsibilities embedded within the three big ideas of a PLC and the four critical questions of learning and consider how leadership actions at multiple levels create the conditions for collaborative teams to improve student learning. Participants gain a clearer understanding of how leadership creates the clarity, structures, and systems necessary for PLC practices to translate into meaningful results for students.

MORNING BREAKOUT SESSIONS

Luis F. Cruz

Creating Trust Between PLC Leaders and PLC Followers

In this session, Luis F. Cruz emphasizes the importance of trust in successfully implementing professional learning communities. Dr. Cruz differentiates between staff members *trusting* versus *liking* leaders and explores strategies for building genuine trustworthiness among all participants. This trust is crucial for fostering commitment to change and ensuring the successful implementation of PLC practices.

Jasmine K. Kullar

Make Them Listen: Elevating Your Message When Presenting

Public speaking causes anxiety and fear in many people, yet for school leaders, public speaking is a requirement. School leaders present all the time, whether it's at faculty meetings, facilitating professional development sessions, or presenting to parents and the community. How do you ensure that every time you present, you will be engaging and ensure that your message has been heard? Ultimately, how do you ensure that your message has inspired your audience to take action? Participants in this session learn from one another and give and receive feedback on mock presentations.

Matthew Treadway

From Compliance to Clarity: Supporting the Work of PLC Teacher Teams

Many schools say they are professional learning communities, but collaborative teacher teams are often buried in tasks that do not improve learning. When the work of teams lacks clarity, collaboration can quickly drift into compliance-driven meetings rather than focused efforts to improve student learning. Effective PLC schools recognize that teacher teams cannot do this work alone. Leadership teams play a critical role in creating the clarity, structures, and expectations that guide collaborative team work. Participants in this session explore how leadership teams can focus and support the work of teacher teams so time is spent on what matters most: identifying essential standards, strengthening Tier 1 instruction, and responding when students struggle and when they get it.

Participants can expect to:
- Learn practical leadership strategies that help leadership teams align expectations, monitor collaborative teamwork, and ensure collaboration remains focused on improving student learning.
- Identify the highest-leverage work teacher teams must focus on to improve student learning.
- Implement leadership structures that keep collaborative teams aligned to the four critical questions of a PLC.

AFTERNOON BREAKOUT SESSIONS

Luis F. Cruz

Guiding Coalitions, Task Forces, and PLC Facilitators: A Collective Approach to Leading PLCs

In this session, Luis F. Cruz discusses how effective implementation of professional learning community practices requires a shift in leadership from a single administrator to a collective, teacher-led approach. Dr. Cruz outlines the roles and characteristics of different teams within this collective leadership model and provides strategies for aligning these teams around a unified focus on ensuring high levels of learning for all students.

Jasmine K. Kullar

Leading Dysfunctional Teams

We all have those teams that just don't seem to get along. In these teams, the concept of "adult drama" is alive and well. How do leaders lead those teams? How do leaders empower teachers to work through their adult drama? In this session, Jasmine K. Kullar explores how to do exactly that. Participants gain practical strategies that can be implemented immediately to move their teams from dysfunctional to productive and effective.

Matthew Treadway

Building a Guaranteed and Viable Curriculum Through Collaborative Teams

One of the most important responsibilities of school leadership is ensuring that every student has access to a guaranteed and viable curriculum. In a PLC at Work school, this work is closely connected to critical question one: What do we want students to know and be able to do? In strong PLC schools, the answer is developed through the ongoing work of collaborative teams as they identify essential standards and clarify learning expectations.

In this session, Matthew Treadway explores how leaders can guide their schools in developing clarity around essential standards and ensuring that students have a consistent learning experience across classrooms. Participants learn how leadership structures, collaborative team processes, and monitoring practices work together to create a curriculum that is both guaranteed for every student and viable for teachers to teach.

HIGH-IMPACT TALKS
Session A • 2:45–3:10 p.m. | Session B • 3:15–3:45 p.m.

Luis F. Cruz

Diversifying the *Why* in the Need to Embrace PLCs

In this session, Luis F. Cruz explores the four critical *whys*—institutional, professional, societal, and personal—that are essential for driving effective organizational change. By aligning these reasons with data, participants learn how to help stakeholders in schools and other organizations understand the need for change, increasing their engagement and commitment to the process.

Jasmine K. Kullar

Aspiring for a Promotion?

You are either thinking about the next step in your journey or you have already been applying, but nothing has happened so far. In this high-impact talk, Jasmine K. Kullar helps participants explore ways to get noticed and strategies they can implement to put them on the path for a promotion.

Matthew Treadway

The Guiding Coalition Question: Who Actually Leads the Work?

Many schools establish guiding coalitions, but their role and influence can vary widely. In this session, Matthew Treadway invites leaders to examine how leadership teams function and how they can better support teacher teams.

Session Descriptions—Day 2

Jasmine K. Kullar

Am I Leading a PLC, PLC Lite, or Traditional School—or Am I Leading at All?
The job of the school leader has changed dramatically over the years. School leaders are dealing with day-to-day challenges of running a school while simultaneously supporting and monitoring the PLC work. Sometimes that may result in taking shortcuts or choosing only the bits and pieces of the PLC work that seem manageable. Leadership is influence. How do we as leaders inspire and guide our staff and students to implement a professional learning community fully and with fidelity? The work starts with addressing the *why,* clarifying any misconceptions about the PLC work, and having a plan.

Participants can expect to:
- Review the three big ideas of a PLC through the lens of a leader.
- Explore differences between leading a PLC, PLC lite, and traditional school.
- Develop a plan for implementing a PLC with fidelity.

MORNING BREAKOUT SESSIONS

Luis F. Cruz

"There Is Already Too Much on Our Plates!" Addressing Staff Resistance as Leaders in a PLC
In this session, Luis F. Cruz addresses a common challenge when introducing professional learning communities: Staff members' perception that PLCs are just one more task on an already full plate. Dr. Cruz helps participants make meaningful connections between their prior teacher training, staff development, and the PLC process, showing how these elements align to create a unified focus on ensuring high levels of learning for all students.

Jasmine K. Kullar

Training Teacher Leaders in a PLC
School leaders must spend time building and developing their teacher leaders because their leadership is vital to the school improvement process. Too often, we throw teacher leaders in their roles and expect them to lead, but many may not know how to. In this session, Jasmine K. Kullar argues that the teacher leader's role is more than just communicating information to their departments on behalf of the principal. Participants explore everything from how teacher leaders are selected to what's expected of them to how they receive training.

Participants in this session:
- Discuss barriers to developing shared leadership.

- Identify strategies to develop teacher leaders.
- Develop a plan for strengthening their teacher leadership team.

Matthew Treadway

When Students Don't Learn: Leading Effective Tier 2 Systems of Support

One of the defining characteristics of a PLC at Work school is a collective commitment to ensuring students receive additional time and support when they struggle. Yet in many schools, Tier 2 support is fragmented, relying on individual teacher efforts, isolated intervention programs, or inconsistent referral processes. Effective leaders develop schoolwide Tier 2 systems that ensure students receive timely, targeted support while remaining connected to grade-level learning. Participants in this session explore leadership practices that help schools move beyond isolated interventions and toward a coordinated response when students do not learn.

Participants can expect to:
- Examine the structures, processes, and leadership decisions that allow collaborative teams to identify student needs quickly, organize Tier 2 supports effectively, and ensure additional help leads to improved student learning.
- Explain the leadership role in building a systematic Tier 2 response when students do not learn.

AFTERNOON BREAKOUT SESSIONS

Luis F. Cruz

Accountability: A Powerful and Necessary Ingredient for Effective PLC Implementation

In this session, Luis F. Cruz addresses the importance of healthy accountability in the effective implementation of PLC practices. Dr. Cruz challenges the negative perceptions often linked to accountability and introduces two essential forms: cultural accountability and direct accountability. Participants learn how to foster these forms of accountability to ensure successful PLC implementation without creating a punitive atmosphere.

Jasmine K. Kullar

Building Your Building: Hiring and Keeping Great Teachers

Hiring good teachers can be difficult. Retaining new teachers can be even more difficult as teachers continue to leave our schools. We spend a lot of time interviewing and selecting teachers, so it can be upsetting when they decide to leave. The impact of teachers leaving our schools takes a huge toll on our students and therefore student achievement. In this session, Jasmine K. Kullar reviews how to hire and interview quality teachers as well as strategies to keep them in our schools. Participants review the many stressors new teachers face and explore solutions to minimize those stressors.

Matthew Treadway

All Means All: Leading Schools Where Every Student Has Meaningful Access to Learning

Many schools believe all students can learn, but their systems unintentionally create different experiences for different students. Labels, tracking, and fragmented supports often limit access to rigorous instruction. In this session, Matthew Treadway helps leaders guide the shift from proximity to access. Participants examine how leadership decisions around scheduling, planning structures, and instructional expectations determine whether all students truly experience grade-level learning.

Participants can expect to:
- Define meaningful access and distinguish it from simple placement or proximity.
- Identify leadership structures that support inclusive Tier 1 instruction.
- Develop leadership actions that ensure struggling students receive support without losing access to grade-level learning.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Luis F. Cruz

"There Is Already Too Much on Our Plates!" Addressing Staff Resistance as Leaders in a PLC

In this session, Luis F. Cruz addresses a common challenge when introducing professional learning communities: Staff members' perception that PLCs are just one more task on an already full plate. Dr. Cruz helps participants make meaningful connections between their prior teacher training, staff development, and the PLC process, showing how these elements align to create a unified focus on ensuring high levels of learning for all students.

Matthew Treadway

Leading the Balance: Navigating Instructional Programs and Essential Standards

Schools across the country are adopting instructional programs designed to strengthen teaching and learning. At the same time, collaborative teams are being asked to identify essential standards and focus their work on the most critical learning outcomes for students. Without clear leadership, these priorities can feel like competing expectations. Teachers may feel pressure to follow the program page by page, while others move away from it entirely in favor of their own planning. Effective PLC leaders help teams understand that programs are tools, and essential standards define the learning. Essential standards clarify what students must learn, while instructional programs provide tools and learning experiences that support that learning.

Participants in this session explore how leaders can help teams maintain this balance. They learn practical leadership strategies that help collaborative teams prioritize essential learning while thoughtfully leveraging instructional programs to support high-quality instruction.

KEYNOTE

Luis F. Cruz

The Habits of Highly Effective Leadership in a PLC at Work

In this closing keynote, Luis F. Cruz shares the key habits that leaders can cultivate to maintain a continuous focus on high levels of learning for all students. Drawing on the work of Stephen Covey, author of *The 7 Habits of Highly Effective People* (2004), and James Clear, author of *Atomic Habits* (2018), Dr. Cruz blends insights from both scholars to guide participants in effectively leading and implementing professional learning community practices.