

# Lincolnshire Live Stream Agenda

August 1–3 • Central Time

*Times are in the time zone of the streaming site.*

## Day 1

8:00–9:45 a.m.	<b>Keynote</b> —Mike Mattos <i>Proven, Practical, and Doable: Making the Case for PLCs at Work</i>
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Breakout Sessions</b>
11:30 a.m.–12:30 p.m.	Lunch
12:30–2:00 p.m.	<b>Breakout Sessions</b>
2:00–2:15 p.m.	Break
2:15–3:15 p.m.	<b>Panel Discussion</b> — <i>Presenters provide practical answers to your most pressing questions.</i>

## Day 2

8:00–9:45 a.m.	<b>Keynote</b> —Anthony Muhammad <i>The Way Forward: PLC at Work and the Bright Future of Education</i>
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Breakout Sessions</b>
11:30 a.m.–12:30 p.m.	Lunch
12:30–2:00 p.m.	<b>Breakout Sessions</b>
2:00–2:15 p.m.	Break
2:15–3:15 p.m.	<b>Team Time</b> — <i>An opportunity to reflect and work collaboratively with your team.</i>

## Day 3

8:00–9:30 a.m.	<b>Breakout Sessions</b>
9:30–9:45 a.m.	Break
9:45–11:45 a.m.	<b>Keynote</b> —Julie A. Schmidt <i>Yes We Can! We Can't Afford Not To</i>

**Agenda is subject to change.**

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## Breakout Sessions at a Glance

Presenters & Titles	Day 1		Day 2		Day 3
	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.
<b>Tim Brown</b>					
You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process	X				X
Building a Commitment to Learning in Students		X			
From Forming to Performing			X		
Doubling the Speed of Learning: Activating the Keys of Formative Assessment to Create a Culture of Learning				X	
<b>Luis F. Cruz</b>					
Task Forces: The Secret Weapon PLCs Use to Close Opportunity Gaps in Learning	X				
I Like the Vibe Here! So How Do We Initiate and Sustain Our PLC Journey?		X			
English Learners and PLCs			X		
Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn				X	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					X
<b>Timothy D. Kanold</b>					
Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	X				X
Leading the PLC Life: Eliminating Barriers, Creating Vision, and		X			

Presenters & Titles	Day 1		Day 2		Day 3
	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.
Teaching the Loose-Tight Culture!					
Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks!			X		
Educator Wellness: Routines and Strategies for Living Your Best Life!				X	
<b>Mike Mattos</b>					
Are We a Group or a Team?	X				
Taking Action: How the PLC at Work Framework Drives an Effective Multitiered System of Supports		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions				X	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					X
<b>Anthony Muhammad</b>					
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey	X				
Collaboration Is a Lifestyle, Not a Meeting!		X		X	
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change			X		
Beyond Test Scores! The PLC at Work Process and Serving the Whole Child					X

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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.
<b>Maria Nielsen</b>					
The 15-Day Challenge: Win Quick, Win Often!	X				
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning		X			
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning			X		X
Elementary ELA Strategies to Keep Your Students on Track				X	
<b>Regina Stephens Owens</b>					
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning	X				
All for One: A Community of Singletons Wired by Relevance and Results		X			
The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures			X		
Technology and Teams: Leveraging Technology for Learning				X	
From Collective Efficacy to Collective Responsibility: Stop Telling and Start Teaching					X
<b>Julie A. Schmidt</b>					
Differentiation for Teams: Taking It to the Next Level	X				
Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for <i>All</i>		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		

Presenters & Titles	Day 1		Day 2		Day 3
	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.
Yes We Can! Collaboration for <i>All</i> Learners				X	
Windows and Mirrors: Celebrating Gains and Reflecting on Changes					X

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## Session Descriptions

### Tim Brown

#### **You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process**

Educators promote a strong sense of student efficacy within schools that focus on learning. Studies show promoting self-efficacy is one of the most significant factors in student motivation and engagement. In this session, participants examine essential characteristics for building student self-efficacy and explore team-developed products and strategies for using them.

Participants can expect to:

- Understand the term *dispositions* in the question, “What knowledge, skills, and dispositions do we want our students learning?”
- Learn how collaborative team questions influence student efficacy judgment.
- Explore products and processes that collaborative teams create to help students own their learning.

#### **Building a Commitment to Learning in Students**

“Organizations without a rich symbolic life become empty and sterile. The magic of special occasions is vital in building significance into collective life.” This is the wisdom of Lee G. Bolman and Terrence Deal in *Leading With Soul: An Uncommon Journey of Spirit*.

Tim Brown offers strategies to motivate students and staff by celebrating learning and setting high expectations. Learning-centered schools do not just communicate messages about every students’ ability to achieve. They also define actions to turn those core beliefs into reality.

Participants can expect to:

- Understand how communicating high expectations to students impacts their efficacy judgment.
- Learn how to establish a classroom culture centered on learning for all.
- Recognize how celebrations reinforce and sustain a focus on learning for all.

#### **From Forming to Performing**

When working to become highly effective, team efforts often are slowed because members skip steps in forming their teams. Establishing norms is necessary, but other components help school-based teams accelerate the movement from individuals, to a group, to a team. Tim Brown helps attendees explore processes from the field they can take back to their teams.

In this session, participants understand the four stages of teams and delve into a team’s “forming stage” to guarantee all teachers commit to being their best.

Participants can expect to:

- Understand the four stages of teams.
- Deepen their understanding of the impact of defining their team during the forming stage.
- Explore processes and tools that help teams establish their values.

### **Doubling the Speed of Learning: Activating the Keys of Formative Assessment to Create a Culture of Learning**

Formative assessment enhances learning for all students, especially those who struggle. Assessment expert Dylan Wiliam notes that formative assessment can double the speed of learning when it is effectively applied. The Assessment Reform Group in the United Kingdom identified five keys for improving assessment. Tim Brown explores each key and shares examples of teachers activating and using the five keys in their classrooms, teams, and schoolwide.

Participants can expect to:

- Explore relationships between formative assessment and student achievement.
- Examine ways in which teams align their assessment practices to increase student achievement.
- Evaluate considerations in the assessment process.

### **Luis F. Cruz**

#### **Task Forces: The Secret Weapon PLCs Use to Close Opportunity Gaps in Learning**

A strong and focused PLC ensures high levels of learning for all students. To achieve this goal, PLCs acknowledge that achievement gaps result when traditional school systems don't give historically marginalized students the opportunity to learn. Task forces assemble teams of educators to confront systemic barriers that hinder English learners, students with individual education plans, and economically disadvantaged students, to name a few disenfranchised student cohorts. Luis F. Cruz shares how task forces redesign systems in seven steps to ensure all students learn at high levels, including those traditionally excluded from optimal opportunities.

Participants in this session learn:

- Why our traditional school system was designed to produce achievement gaps
- How collective leadership in the form of a task force initiates the required action to effectively address gaps in learning
- How the PLC process is synonymous with equity and redesigning a system never originally designed for today's definition of *all*

#### **I Like the Vibe Here! So How Do We Initiate and Sustain Our PLC Journey?**

Research from academia and accounts from educators worldwide confirm that PLCs, when implemented effectively, lead to high levels of learning for every student. However, questions remain.

Who is responsible for initiating a PLC? How does a team establish the foundational pillars of a PLC? How does this process take shape? Is it normal to expect staff resistance to this process, and is there a difference between rational and irrational forms of resistance? How do we maintain the momentum of a successfully initiated PLC? Luis F. Cruz explains and expands upon the who, why, and how associated with the PLC process.

Participants in this session learn:

- How to initiate and sustain the PLC process
- The role of collective leadership in the form of a guiding coalition
- Why and how to establish and sustain the foundational pillars of a PLC

### **English Learners and PLCs**

Luis F. Cruz shares how schools use PLC strategies to help English learner populations flourish. By effectively using PLC components, administrative and teacher leaders close achievement gaps for students learning English as an additional language. Dr. Cruz shows how EL task-force leaders reculture and restructure, while introducing best practices to increase learning outcomes for all students.

Participants in this session learn:

- Why students learning English as an additional language are an asset and not a deficit
- How teacher-led task forces increase academic performance for students learning English as an additional language
- How the PLC process is tweaked to more effectively address the learning needs of EL students

### **Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn**

The third critical question of effective collaboration, What do we do when students don't learn?, often stumps teachers and administrators. Luis F. Cruz showcases methods that schools use to guarantee collaboration (taping the room) and to ensure a collective response when students do not learn (painting the room). Participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:

- How effective teacher teams collaborate and respond when students do not learn
- How to incorporate the five nonnegotiable vessels of the PLC Process
- How the use of common assessments is the lynch pin between PLC and RTI at work processes

### **I Am Sold on PLCs: Practical Tools and Directions to Be Successful**

As educators initiate the PLC process, they need practical tools to begin and enhance the journey. However, educators might discover that their staff needs convincing when it comes to embracing and

implementing PLC at Work. Luis F. Cruz shares resources, movie clips, and a powerful activity to convince administrative and teacher leaders why implementation of the PLC process must become and continue to be a priority.

Participants in this session learn:

- Practical actions to accelerate PLC at Work.
- The four schools activity
- Why resistance to the PLC process is to be expected

## Timothy D. Kanold

### **Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!**

Ours is a profession of “emotional labor,” and it is easy to experience mental and emotional exhaustion from the daily actions of our work life. Living the PLC life can be an experience of joy, and it can also sometimes leave teachers and leaders feeling overwhelmed. Relationships are hard work!

Timothy D. Kanold notes, “I have been exhausted at times and lost contact with the joy of my work life. So it is for you. Sooner or later, the world of your professional life stretches you beyond your limits. Yet, there are daily routines to help you regain your balance, renew your energy, and experience a state of heightened positive emotion at work, once again.”

By understanding their *heartprint* and *soul story* impact, attendees learn routines to overcome prolonged stress and avoid potential burnout. Dr. Kanold draws from his award-winning *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018) and the companion *SOUL! Fulfilling the Promise of Your Professional Life* (2021) to provide research, insights, and reflective tools for every season of professional life.

Participants can expect to:

- Consider daily routines for developing a positive emotional response to students and colleagues every day.
- Understand how compassion and self-compassion can prevent emotional exhaustion and burnout.
- Consider how to develop your relational intelligence at work and home.
- Discover how to *live your best life* through the use of daily, well-balanced Quadrant II quietude.

### **Leading the PLC Life: Eliminating Barriers, Creating Vision, and Teaching the Loose-Tight Culture**

School-site administrators and leaders, guiding coalition members, instructional coaches, and school district or central office administrators, face the challenge of guiding others into PLC life. They help those they lead to overcome obstacles for the sustained implementation of the PLC process.

Timothy D. Kanold reveals how to become dynamic and inspiring decision makers others want to follow. As participants identify primary barriers to the PLC life, Dr. Kanold facilitates dialogue to find meaningful solutions based on understanding what is loose and tight in a PLC at Work culture. He reveals how to use a shared vision as the voice of authority to impact positive change, and examines how to effectively monitor the quality of the PLC process by celebrating actions that advance the shared vision and values (commitments) of your leadership life.

Participants can expect to:

- Identify school site- and district-level barriers to full PLC process implementation.
- Use a loose-tight model for PLC implementation focus and improvement.
- Learn how to create a shared working vision for the PLC work and process.
- Become inspiring leaders others will want to follow.

### **Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks!**

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction.

Dr. Kanold shares research-affirmed lesson design criteria essential to student perseverance, development of self-efficacy, and sustained effort in mathematics class every day. He shares sample mathematics tasks and online resources for teacher support.

Participants use the PLC mathematics lesson design model to:

- Examine research-affirmed teaching actions that maximize student learning during a mathematics lesson.
- Consider how to use prior knowledge activities effectively.
- Examine the balanced use of lower- and higher-level-cognitive-demand tasks during class.
- Embrace the balanced use of small-group student discourse as part of a formative feedback process that encourages student perseverance, engagement, effort, efficacy, and participation during the lesson.

### **Educator Wellness: Routines and Strategies for Living Your Best Life!**

Timothy D. Kanold and his colleague Tina H. Boogren define educator wellness as a “continuous, active process toward achieving a positive state of good health and enhanced physical, mental, emotional, and social well-being.” They have created a research-affirmed educator wellness framework for rating, reflecting, and acting to improve the daily well-being and wellness story of everyone working within the educational enterprise.

Dr. Kanold shares how all teachers, leaders, and staff can be immersed in and not exhausted by their work life. He reveals five routines for improving weekly wellness and well-being to help participants bring their best selves to work each day.

Participants can expect to:

- Use the mental wellness routine of *efficacy* to build confidence and competence at work.
- Embrace the emotional wellness routine of *mindfulness* to build atomic habits that stick.
- Give the physical wellness routine of *movement* clout in everyday life.
- Understand how to use the social wellness routines of *trust* and *relationships* to develop friendships and effectively collaborate with others.

## Mike Mattos

### [KEYNOTE] Proven, Practical, and Doable: Making the Case for PLCs at Work

As a profession, we are facing unprecedented times. Never in our history has success in K–12 education been more vital to every child’s success, and never have educators faced such daunting challenges amplified by a global pandemic and social strife. How we, as educators, respond to these realities will have a profound impact for generations. In this keynote, Mike Mattos makes the case that our best hope to overcome these obstacles and ensure all our students succeed is to become a true professional learning community. Participants learn the guiding principles and essential actions of the PLC at Work process, assess their progress, and consider next steps in their PLC journey.

### Are We a Group or a Team?

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

Participants in this session:

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

### Taking Action: How the PLC at Work Framework Drives an Effective Multitiered System of Supports

How does your school respond when students don’t learn? Compelling evidence shows that response to intervention (RTI) successfully engages school staff in a collective process to provide every child with

the additional time and support they need to learn at high levels. Yet, at many schools, this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger schoolwide framework required to implement a highly effective, multitiered system of supports.

Outcomes from this session include:

- Understanding the guiding principles behind a multitiered system of interventions
- Learning essential actions that collaborative teams must complete at Tier 1 to respond when students don't learn effectively
- Prioritizing resources to address academic and behavior interventions
- Beginning the process of creating a pyramid of interventions

### **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. In this session, Mike Mattos 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:

- Learn specific steps to implement a flexible intervention period.
- 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.

### **Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions**

"Creating lifelong learners" is a key objective in the mission statements for many schools and districts. Because today's average high school graduate will change careers at least four times by the age of 40, ensuring that all students master the skills and behaviors needed to guide their future learning is essential to ensuring their future success. A study of highly effective, learning- progressive schools worldwide found these schools share two common elements: they operate as high-functioning PLCs with well-implemented RTI structures, and they promote student agency in the learning process.

Mike Mattos discusses how to build a highly effective school where students are engaged in personalized learning experiences and empowered to take ownership of the four critical questions of the PLC at Work process.

Outcomes from this session include:

- Discussing the essential knowledge, skills, and behaviors required to “future-proof ” our students
- Defining how to create collaborative teacher teams within the PLC at Work framework and foster teacher transdisciplinary skills and behaviors
- Discovering how to use the four critical questions of a PLC to form pathways and progressions for personalized learning in the classroom
- Learning how schools utilize the RTI process to ensure every student develops agency and personalized learning opportunities required to thrive in a global economy

### **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**

### **[KEYNOTE] The Way Forward: PLC at Work and the Bright Future of Education**

The impact of COVID-19 will have long-lasting effects on every facet of our society. Very few institutions were more disrupted than schools. The pandemic affected staffing, funding, morale, and the continuity of student learning. Anthony Muhammad explores the history of the field of education and examines why the tenets of the PLC at Work process were important before the global pandemic and why they will be even more important after the pandemic. This is not the time to back away from PLCs; this is the time to reinforce the foundation of the PLC at Work process.

Participants in this session learn that:

- Developing the profession of education has always been evolving. Utopia never existed.
- The principles of PLC at Work are timeless.
- The PLC at Work process is essential in order to repair and advance the field of education.

### **Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey**

Anthony Muhammad addresses two vital stages in creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and reluctance to change. He leads an exploration of theories linking school culture and student learning, and participants leave with practical strategies to transform the culture at their schools and districts.

Learning targets include:

- Addressing counterproductive belief systems and forming a cohesive team of student advocates
- Analyzing and managing staff frustration
- Understanding the balance between support and accountability

### **Collaboration Is a Lifestyle, Not a Meeting!**

How is a culture of collaboration created? How can an environment be established where people embrace collective responsibility? Anthony Muhammad addresses the collaborative characteristics of a high-performing PLC. Participants learn how teachers, support staff, school administrators, and central offices work together to improve school performance. Dr. Muhammad also discusses staff resistance to change and the leader's role in building consensus.

Participants in this session:

- Construct and protect productive collaborative relationships.
- Create organizational coherence and ensure collaboration at all levels of the school community.
- Understand the balance between support and accountability.

### **Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change**

More than 20 years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. The PLC at Work process has been celebrated and validated as the most promising way to improve student learning, yet so many schools remain stalled at the beginning stages of implementation. Why does this reality of "PLC lite" still plague our profession today? Without exception, schools that use this system to transform their practice have one thing in common: effective leadership. This session explores the keys to effectively transitioning a school or district into a model PLC.

Outcomes from this session include:

- Understanding leadership challenges and lessons learned from more than 20 years of PLC at Work practice
- Learning the difference between leadership behaviors that undermine and those that promote the purpose of a PLC

- Exploring practical strategies that improve the ability to lead others through the change process and build consensus

### **Beyond Test Scores! The PLC at Work Process and Serving the Whole Child**

The PLC at Work process is committed to a focus on *learning*. Learning does not have to be narrowly defined by academic standards and state test scores. Anything that we want students to learn—including social and emotional health, resilience, citizenship, entrepreneurship, and civility—can all be facilitated through the four PLC questions. If the COVID-19 pandemic taught anything, it is that human beings are complex and our holistic well-being is important.

Participants can expect to learn:

- How to strategically plan to define, assess, and address nonacademic student traits
- Strategies to engage counselors, social workers, and other nonacademic staff members in the PLC at Work process
- How to prioritize and promote student needs beyond test scores and student label

## **Maria Nielsen**

### **The 15-Day Challenge: Win Quick, Win Often!**

This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools nationwide are using this simple learning-assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:

- Clarify the work of collaborative teams.
- Establish steps for a guaranteed and viable curriculum.
- Explore the learning-assessing cycle in a unit of study.

### **Common Assessments: The Key to Uncommon Results for Student and Teacher Learning**

The secret is out: Common formative assessments are the key to improving student learning! Formative assessments are powerful when teams of teachers create assessments in common, then share and discuss the results. This collaborative process leads to a dramatic increase in student learning and improved teaching practices. Maria Nielsen provides proven tools to use common assessments across grade levels and departments and illustrates practical strategies for implementing and using assessments to substantially improve student and adult learning.

Participants in this session:

- Examine the benefits of using common assessment as a grade level or department.

- Understand the balance between formative and summative assessments.
- Gain formative assessment tools to increase student and adult learning.
- Discover quick and easy ways to look at data and drill down to individual students.

### **Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning**

Maria Nielsen helps teachers move past “sit and get” in the classroom to a place where all students actively participate in learning. She shares engagement strategies to assess student understanding throughout a lesson or unit of study.

Participants can expect to:

- Explore the *nifty-nine* best teaching strategies.
- Learn how to assess student learning by implementing engagement strategies.
- Identify the differences among assessment questions, open questions, and engagement questions.

### **Elementary ELA Strategies to Keep Your Students on Track**

Maria Nielsen takes educators on an interactive journey to gain new and exciting ELA and writing strategies as a team. In this fast-paced session, elementary teachers gain clarity about ELA standards and explore how reading and writing go hand-in-hand for increased student learning. Participants also learn how to focus on year-long essential standards while using a district-prescribed curriculum.

In this session, participants:

- Gather tools and graphic organizers to connect reading and writing.
- Understand learning progressions on literacy-focused instruction and assessment.
- Overlay essential standards with district-prescribed curricula.
- Examine research-based teaching strategies to improve classroom instruction.

## **Regina Stephens Owens**

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

In a time of tremendous focus on data, it is imperative to grow a rich collaborative culture through dialogue and data protocols—moving from a deficit mindset to a growth mindset. Participants in this session discover ways to create this culture, use data as information, and increase team capacity and student learning.

Outcomes include:

- Focusing on results through the lens of data
- Moving from data to demonstration of learning
- Ensuring our beliefs and behaviors align as we utilize data

### **All for One: A Community of Singletons Wired by Relevance and Results**

Singleton teachers are accustomed to seeking solutions and understanding opportunities as they arise. Operating efficiently and effectively within a PLC can be challenging. Team members must collaborate on common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC at Work process.

Regina Stephens Owens shows how to use best practices in collaboration, and participants learn how to design action plans supporting the work of schools and singleton teachers in a PLC.

Outcomes include learning:

- Ways to overcome challenges that singleton teachers face in small schools by connecting stakeholders to learning goals
- How to work together as a small-school PLC
- How to monitor and sustain the progress of learning

### **The *Why* Effect: Intentional Systems Drive Inspirational Cultures**

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

Outcomes include learning how to:

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

### **Technology and Teams: Leveraging Technology for Learning**

Effective teams are essential to the PLC at Work process and continuous improvement. Regina Stephens Owens shares strategies to leverage technology to support teamwork and ensure growth through collective inquiry and action research.

Participants learn how to:

- Use technology as a motivator to advance the work of teams.
- Leverage web resources to address the four essential questions of a PLC.
- Use technology to build collective capacity and ensure high levels of learning at tiers 1 and 2.

## **From Collective Efficacy to Collective Responsibility: Stop Telling and Start Teaching**

Leveraging the strengths of all community members can be challenging. Where do we start? How can we monitor and measure to ensure growth for staff and students? How do we work interdependently to accomplish goals? Regina Stephens Owens facilitates a collaborative discussion as participants discover ways to increase results through collective responsibility.

Participants explore how to:

- Clarify beliefs in terms of behaviors.
- Design learning experiences and environments needed to accomplish goals.
- Increase capacity, growth, and collective responsibility through personal mastery.

## **Julie A. Schmidt**

### **[KEYNOTE] Yes We Can! We Can't Afford *Not* To**

Warning: This keynote is not for the faint of heart! In an *all-means-all* school culture, we must continually examine personal and systemic beliefs about students, educators, and learning. Only then can we exclaim with confidence that we take collective responsibility for the learning of *all*. Julie A. Schmidt challenges participants to reflect on and examine mindsets and collaborative processes to drive action planning that ensures higher levels of learning. This session is designed for all educators, regardless of their role.

This keynote helps educators:

- Understand how we got here.
- Examine strategies to build a school and district culture with a belief that all students can learn at high levels.
- Reflect on local current practices and policies that do and do not align with the belief that all students can learn at high levels
- Commit to a rally cry for moving this critical work forward!

## **Differentiation for Teams: Taking It to the Next Level**

Highly effective PLC practices are built on the foundation of high-functioning collaborative teams. These teams recognize that each team member brings different perspectives to the table. This session focuses on understanding the dynamics of teams and assessing the current level of functioning.

Objectives for this session include:

- Defining the characteristics of high-performing teams
- Engaging in an activity to help build understanding for team members
- Identifying levels of team functioning
- Considering strategies and activities to move teams to higher levels of functioning

### **Protocols for Results: Using Data Discussions to Lead to Higher Levels of Learning for All**

Is your system overwhelmed with data? Using protocols to transform data into information is an efficient and effective way to achieve improved results. Participants examine tools that empower teams to use data to drive instruction, impact student learning, and identify specific processes to meet district needs.

Participants in this session:

- Review research related to and examples of data-driven decision making.
- Apply multiple protocols for data analysis.
- Reflect on their school or district's current reality, while identifying tools that can be used or modified to meet specified needs.

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

Schools that function as PLCs must ultimately do two things: 1) build a collaborative culture to promote continuous adult learning, and 2) create structures and systems that guarantee students additional time and support for learning when they need it. After examining the key ingredients of systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies and structures to collaboratively:

- Examine core beliefs.
- Consider key elements and aligned actions of effective RTI/MTSS practices.
- Examine the most common RTI mistakes.
- Review a tool for assessing the progress and opportunities for the district, school, or team in considering next steps.

### **Yes We Can! Collaboration for All Learners**

When teams commit to collaborating in the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that "All really does mean all!" This session provides participants with strategies and protocols to examine mindsets and collaborative processes to drive action planning that ensures higher levels of learning for all students. This session is designed for both general and special educators.

This session helps general and special educators:

- Understand the past and current realities regarding special education.

- Learn strategies to build a school and district culture with a belief that all students can learn at high levels.
- Reflect on local current practices and policies that do and do not align with the belief that all students can learn at high levels.

### **Windows and Mirrors: Celebrating Gains and Reflecting on Challenges**

Julie Schmidt leads participants through a rollercoaster of emotions, connections, celebrations, and reflections on historical and current challenges women face when they take on leadership roles. Participants celebrate progress and reflect on vulnerabilities leading to a higher level of self-efficacy and awareness.

Objectives for this session include:

- Examining the historical challenges women face when making the decision to pursue leadership positions
- Celebrating wins—large and small
- Reflecting on personal journeys
- Walking away with connections and a higher level of self-efficacy and awareness of our uniqueness