

PLC St. Charles Live Stream Agenda

June 13–15 • Central Time

Times are in the time zone of the streaming site.

Day 1

| | |
|-----------------------|--|
| 8:00–9:45 a.m. | Keynote —Mike Mattos <i>The Urgency of the Moment</i> |
| 9:45–10:00 a.m. | Break |
| 10:00–11:30 a.m. | Breakout Sessions |
| 11:30 a.m.–12:30 p.m. | Lunch |
| 12:30–2:00 p.m. | Breakout Sessions |
| 2:00–2:15 p.m. | Break |
| 2:15–3:15 p.m. | Panel Discussion —Presenters provide practical answers to your most pressing questions. |

Day 2

| | |
|-----------------------|--|
| 8:00–9:45 a.m. | Keynote —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. | Breakout Sessions |
| 11:30 a.m.–12:30 p.m. | Lunch |
| 12:30–2:00 p.m. | Breakout Sessions |
| 2:00–2:15 p.m. | Break |
| 2:15–3:15 p.m. | Team Time —An opportunity to reflect and work collaboratively with your team. |

Day 3

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|-----------------|---|
| 8:00–9:30 a.m. | Breakout Sessions |
| 9:30–9:45 a.m. | Break |
| 9:45–11:45 a.m. | Keynote —Regina Stephens Owens <i>Transformed People Transform People</i> |

Agenda is subject to change.

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. |
| Tim Brown | | | | | |
| Building a Commitment to Learning in Students | X | | | | X |
| Grading: The Good, the Bad, and the Ugly | | X | | X | |
| How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team | | | X | | |
| William M. Ferriter | | | | | |
| Collaborative Tools for Learning Teams in a PLC at Work | X | | X | | |
| You Can Learn! Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process | | X | | | |
| Making Differentiation Doable | | | | X | X |
| Timothy D. Kanold | | | | | |
| Your Physical and Mental Wellness: Thriving at Work and at Home! | X | | | | |
| Leading the PLC Life: Eliminating Barriers by Teaching the Loose-Tight Culture! | | X | | | |
| Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks! | | | X | | |
| Mindfulness, Relationships, and Trust: Strategies for Living the PLC Life! | | | | X | |
| Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life! | | | | | 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. |
| Mike Mattos | | | | | |
| Are We a Group or a Team? | X | | | | |
| Taking Action: How to Create a Highly Effective, Multitiered System of Supports | | X | | | |
| Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools | | | X | | |
| Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors | | | | X | |
| Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process | | | | | X |
| Anthony Muhammad | | | | | |
| Transforming School Culture: New Insights | X | | | | |
| Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn | | X | | | |
| Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change | | | X | | |
| Collaboration Is a Lifestyle, Not a Meeting! | | | | X | |
| Beyond Test Scores! The PLC at Work Process and Serving the Whole Child | | | | | X |
| Maria Nielsen | | | | | |
| The 15-Day Challenge: Win Quick, Win Often! | X | | | | |
| Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning | | X | | | X |
| Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work | | | 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. |
| Elementary ELA Strategies to Keep Your Students on Track | | | | X | |
| Regina Stephens Owens | | | | | |
| The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures | X | | | | |
| Small Schools and Singletons: Wired for Rigor and Relevance | | X | | | |
| Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning | | | X | | |
| Leveraging Technology for Learning in a PLC | | | | X | |
| Coaching Competence, <i>Not</i> Compliance: Preparing Teachers to Lead by Learning | | | | | X |
| Jeanne Spiller | | | | | |
| The Critical Role of PLC Question One: How to Choose and Develop Collective Understanding of Essential Standards | X | | | | |
| Intentional, Courageous Leadership Starts With You! | | X | | | |
| Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools | | | X | | |
| Yes We Can: Collaboration by All, for All! | | | | X | |
| Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for All | | | | | X |

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Mike Mattos

The Urgency of the Moment

As educators, we face one of the most historically challenging times in our nation’s history. The years-long impact of the global pandemic has exacerbated inequities in academic achievement while creating unprecedented needs in student social-emotional health. And while more students face significant gaps in their learning, the academic rigor that all students must master for future success have never been greater. How we respond to this moment in time—this convergence of need and necessity—will have a generational impact on our students and our collective prosperity.

Fortunately, there has never been greater professional consensus on the best way to close learning gaps and ensure high levels of learning for all students: Schools and districts should function as a professional learning community. In this opening keynote, Mike Mattos sets the stage for our learning by creating a shared vision of the essential elements, thinking, and vocabulary that drive a true professional learning community.

MORNING BREAKOUT SESSIONS

Tim Brown

Building a Commitment to Learning in Students

The educators in a learning-centered school deliberately identify strategies for building and communicating high expectations with their students. The importance of this is reinforced by Anthony Muhammad’s research for his book, *Transforming School Culture: How to Overcome Staff Division* (2017). Muhammad discovered that students will learn more and be more successful in an environment where all educators believe they can learn at high levels, and those educators work together to convince the students they can achieve lofty academic goals teachers set for them.

This session is designed to engage the audience in a thoughtful examination and exploration of four practical and proven strategies that engage students in building a commitment to learning.

Participants can expect to:

- Understand the importance of regularly communicating high expectations to students to develop a culture of learning throughout the school.
- Gain effective learning strategies to communicate and establish a learning-centered classroom culture.
- Recognize the important role celebrations play in reinforcing and sustaining a focus on learning for all.
- Explore various strategies for engaging students in goal setting to take greater ownership of their learning.

William M. Ferriter

Collaborative Tools for Learning Teams in a PLC at Work

For many teachers, professional learning team meetings can be nothing short of overwhelming. Unaccustomed to making collective decisions, teams struggle to organize their work together and begin to question the benefit of a school's decision to restructure as a professional learning community. Participants in this session explore the kinds of tangible structures and explicit tools that learning teams must have in place to make their collaborative meetings productive.

Participants in this session:

- Learn how personalities influence the successes or struggles of learning teams.
- Discuss the role that clear norms and expectations for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

Timothy D. Kanold

Your Physical and Mental 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. The work at hand takes its toll physically and mentally. During this highly interactive, sometimes funny, sometimes serious, and always engaging session, Timothy D. Kanold, uses the Wellness Solutions for Educators™ framework to take a deep dive into the physical and mental wellness challenges that exist in the daily life of an educator. Improved sleep and rest, food and hydration, and movement are interwoven together as a result of daily decision making and intentionally planning. Participants will be (re)invigorated, (re)inspired, and (re)connected to the benefits of a sustainable and thriving home and work life.

Dr. Kanold leads participants in:

- Discovering brain research associated with sleep, rest, hydration, movement, and decision fatigue
- Considering specific strategies for incorporating improved sleep, rest, hydration, movement, and decision-making routines into daily life
- Exploring a concrete plan for reducing, automating, and regulating decisions to avoid decision-fatigue and mental exhaustion as part of educator renewal

Mike Mattos

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.

Anthony Muhammad

Transforming School Culture: New Insights

In this session, Anthony Muhammad addresses the issue of conflicting agendas within schools. A high-performing school has a very clear purpose—high levels of learning for all students. Participants examine the barriers to aligning individual agendas with the organization’s agenda and what *all* parties must do to develop the synergy necessary to guarantee learning. The theoretical framework developed by Anthony in the book *Transforming School Culture: How to Overcome Staff Division, 2nd Edition* (Solution Tree, 2018) is examined as the basis for developing a collaborative culture.

Participants can expect to learn:

- How staff division develops and how to prevent it
- Strategies that heal old social and professional wounds
- To create an environment where every professional can thrive

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.

Regina Stephens Owens

The *Why* Effect: Intentional Systems Drive Inspirational Cultures

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

Participants can expect to:

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

Jeanne Spiller

The Critical Role of PLC Question One: How to Choose and Develop Collective Understanding of Essential Standards

Learn why getting clear about what students should know and be able to do by grade, by subject, or by course is critical for collaborative teams. Participants review the vital role of question one, discover how to determine essentials, and learn how to develop collective understanding of the essentials in preparation for teaching, assessing, and most importantly student learning. This session is specifically for those who have not developed essential standards or would like a refresher.

Participants can expect to:

- Learn why determining essential standards and deep, collective understanding of the essentials is important and logical.
- Discover and practice a process for ensuring collective understanding of the essentials.

AFTERNOON BREAKOUT SESSIONS

Tim Brown

Grading: The Good, the Bad, and the Ugly

When schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine beliefs, assumptions, policies, guidelines, and practices to ensure everything we do that affects learning is aligned to the mission of the school. Because of the effect grading has on student learning, a discussion about grading practices must be part of the reflective and learning effort by staff. In this session, Tim Brown shares strategies and resources to help staff engage in a collaborative process that examines some of the more prevalent fixes that need to happen with grading if staff is going to be true to a mission that promotes high levels of learning for all students.

Participants can expect to:

- Answer the question, Where should we begin in our discussion about grading?
- Discuss the importance of crafting a statement about what a grade represents.
- Examine four notable fixes in our grading practices in light of a standards- or evidence-based approach to learning: homework, 100% scales, formative assessment, and averaging scores.
- Reflect on grading practices and guidelines that have been successfully implemented in schools at every level.

William M. Ferriter

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

In her research on the reasons students dropout of high school, Deborah Feldman (2017) made a surprising discovery: Most kids who walked away before graduation could track their decision to specific moments of academic challenge that caused them to stop believing in “their ability to be a student.” What are the implications of Feldman’s discovery for practitioners? It is imperative to build both the confidence and capacity of every learner. This session introduces participants to the steps that career classroom teacher and Solution Tree author Bill Ferriter has taken to use student-centered versions of the four critical questions of learning in his classroom.

Participants in this session can expect to:

- Discuss the important role that student self-efficacy plays in learning.
- Be introduced to student-centered versions of the four critical questions of the PLC at Work process.
- Explore simple student self-efficacy building strategies that can be integrated into any classroom.

Timothy D. Kanold

Leading the PLC Life: Eliminating Barriers by Teaching the Loose-Tight Culture!

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

Timothy D. Kanold reveals how to become dynamic and inspiring decision makers others will 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 loose-tight vision to impact positive change. And, he examines how to effectively monitor the quality of the PLC process, by celebrating actions that advance the shared 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 PLC at Work model to overcome barriers and focus collective teacher efficacy and improvement.
- Use excessive and radical celebration as the antidote to a culture of continuous improvement.

Mike Mattos

Taking Action: How to Create a Highly Effective, Multitiered System of Supports

Due to the COVID-19 pandemic, educators face an unprecedented challenge: how to close the learning gaps created by months of school closures and uneven access to learning opportunities. In this breakout, Mike Mattos discusses specific steps that schools can take to create a highly effective, multitiered system of supports to target learning gaps and show how the PLC at Work process creates the larger, schoolwide framework required to successfully intervene.

Participants in this session:

- Gain an understanding of the guiding principles behind a multitiered system of interventions.
- Learn the essential actions that collaborative teams must complete at Tier 1 to effectively respond when students don't learn.
- Explore how to target preventions, interventions, extension, and remediation.
- Prioritize resources to best meet student needs.

Anthony Muhammad

Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn

Anthony Muhammad focuses on the systemic implementation of a PLC at Work's four critical questions. Participants learn what it takes to move from theory to practical, systemic implementation. Dr. Muhammad's strategies are immediately usable when participants return to their schools.

Participants in this session:

- Practice developing essential standards and student outcomes.
- Learn to create valuable and valid common assessments.
- Discover how to establish an intervention system that meets all students' needs.

Maria Nielsen

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.

Regina Stephens Owens

Small Schools and Singletons: Wired for Rigor and Relevance

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.

Participants can expect to:

- Gain clarity on connecting in a PLC.
- Seek solutions for successful partnering.
- Learn to function effectively in a PLC.

Jeanne Spiller

Intentional, Courageous Leadership Starts With You!

Implementing and sustaining the PLC process requires intentional, focused, and courageous school, district, and teacher leaders who persist in ensuring students learn at high levels, rely on evidence to make decisions, and foster a trusting, collaborative environment. Participants in this session reflect on

their leadership habits and traits and learn strategies that help strengthen their leadership practices. This session is specifically designed for school leaders, but many of the concepts addressed either relate to or can be applied to educational leadership in general. This session is appropriate for school, district, and teacher leaders to attend as individuals or as school or district leadership teams.

Participants can expect to:

- Learn how to become more intentional and courageous in order to ensure high outcomes for students.
- Examine the power of vulnerability in fostering trust and courageous habits.
- Reflect and practice with tools, strategies, and resources for implementing focused daily leadership actions.

Session Descriptions—Day 2

KEYNOTE

Anthony Muhammad

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.

MORNING BREAKOUT SESSIONS

Tim Brown

How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team

Many students struggle in school because they lack the dispositions associated with high self-efficacy. Studies show that self-efficacy is one of the most significant factors in student motivation and engagement and that educators are the key contributor to a student's academic self-efficacy. Participants in this session examine how the four questions of collaborative teams, when done well, positively influence a student's efficacy judgment.

Participants can expect to:

- Clarify and delineate the dispositions that we want to develop in our students to ensure greater success.
- Learn about the four keys and five essential actions that influence a student's efficacy judgment.
- Understand how the four questions of collaborative teams influence a student's efficacy judgment.
- Explore products and processes that collaborative teams are developing and using to positively influence their students' efficacy judgements.

William M. Ferriter

Collaborative Tools for Learning Teams in a PLC at Work

For many teachers, professional learning team meetings can be nothing short of overwhelming. Unaccustomed to making collective decisions, teams struggle to organize their work together and begin to question the benefit of a school's decision to restructure as a professional learning community. Participants in this session explore the kinds of tangible structures and explicit tools that learning teams must have in place to make their collaborative meetings productive.

Participants in this session:

- Learn how personalities influence the successes or struggles of learning teams.
- Discuss the role that clear norms and expectations for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

Timothy D. Kanold

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.

Mike Mattos

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.

Anthony Muhammad

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Anthony Muhammad explores the connection between personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for many years, but this session seeks to establish that the primary culprit in the fight to overcome the achievement gap is our thinking.

Participants can expect to:

- Understand the true meaning and value of school culture.
- Understand the power of mindsets and their influence on educator effectiveness.
- Understand how to shift from damaging mindsets (Superiority and Inferiority) to high levels of efficacy (Liberation mindset).

Maria Nielsen

Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work

What should happen when a team starts to struggle? As teachers move toward becoming interdependent teams, challenges inevitably arise. Ensuring high levels of learning for every student requires a change in thinking and practice. Participants review the work of highly effective teams, consider scenarios showing common team challenges, and work collaboratively to identify strategies for moving a team forward. This session is based on a book of the same title (Solution Tree Press, 2019), coauthored by Maria Nielsen and other educators who possess a wide range of backgrounds and experiences in all education levels.

Participants in this session:

- Identify common challenges that limit team efficacy.
- Collaboratively resolve specific challenges and share strategies to help teams progress.
- Practice specific coaching strategies designed to assist teams in their critical work.

Regina Stephens Owens

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

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

Participants can expect to:

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

Jeanne Spiller

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 components of systematic intervention and enrichment, participants examine protocols and criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap in the local context.

Participants examine strategies and structures to collaboratively:

- Examine the essential core beliefs that relate to all means *all*.
- Review and reflect on the essential elements of Tiers 1, 2, and 3 intervention.
- Consider high-leverage usage of resources (human, material, structural) to meet the needs of all learners.
- Examine the most common RTI mistakes.
- Reflect on critical reminders regarding process and criteria.
- Apply a current reality assessment tool while learning.

AFTERNOON BREAKOUT SESSIONS

Tim Brown

Grading: The Good, the Bad, and the Ugly

When schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine beliefs, assumptions, policies, guidelines, and practices to ensure everything we do that affects learning is aligned to the mission of the school. Because of the effect grading has on student learning, a discussion about grading practices must be part of the reflective and learning effort by staff. In this session, Tim Brown shares strategies and resources to help staff engage in a collaborative process that examines some of the more prevalent fixes that need to happen with grading if staff is going to be true to a mission that promotes high levels of learning for all students.

Participants can expect to:

- Answer the question, Where should we begin in our discussion about grading?
- Discuss the importance of crafting a statement about what a grade represents.
- Examine four notable fixes in our grading practices in light of a standards- or evidence-based approach to learning: homework, 100% scales, formative assessment, and averaging scores.
- Reflect on grading practices and guidelines that have been successfully implemented in schools at every level.

William M. Ferriter

Making Differentiation Doable

If schools are truly working to move every student forward, learning experiences must be differentiated to meet the needs of individual students. The challenge, however, rests in making differentiation doable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality.

In this presentation, Solution Tree author and career classroom teacher Bill Ferriter introduces participants to a range of strategies that can be used to:

- Carefully plan and deliver initial attempts at remediation and enrichment in a differentiated classroom.
- Create meaningful “turn to” tasks for students to tackle after demonstrating mastery of grade level essentials.
- Systematically track progress by student and by standard.

Timothy D. Kanold

Mindfulness, Relationships, and Trust: Strategies for Living the PLC Life!

The PLC at Work story is a relationship story of learning how to effectively respond to daily emotions and events. How do you become the type of person others will want to be with in community? How do you respond emotionally and socially to experiences of adversity and triumph? Creating and sharing new knowledge with others is at the heart of the PLC life. Educators are expected to emotionally and socially adapt, shift, alter, adjust, and subsequently thrive.

In this active and inspiring session, Timothy D. Kanold reminds participants how their daily positive emotional and social presence directly impacts their relationship and trust-building actions with others. Dr. Kanold highlights mindfulness, trust, and relationship routines from the Wellness Solutions for Educators™ framework and provides strategies for improving trust, relational intelligence, and emotional regulation while decreasing stress and anxiety.

Participants can expect to:

- Embrace the emotional wellness routine of mindfulness to build atomic habits that stick.
- Understand how to use the social wellness routines of trust and relationships to develop friendships and effectively collaborate with others.
- Discover ways to improve emotional and relational intelligence.
- Consider how their daily work life feeds into their greater purpose as educators.

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

Participants can expect to:

- Learn how the entire school—the entire PLC—must work together to teach essential behaviors.
- Apply the four critical questions of the PLC at Work process to identify, teach, assess, and intervene around essential behaviors.
- Consider systematic, tiered supports to target behavior interventions.

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

This session addresses the collaborative characteristics of a high-performing PLC. Learn how teachers, support staff, school administrators, and central office all work together to improve school performance. Anthony Muhammad addresses the issue of staff resistance to change and the leader's role in building consensus. Two key areas are explored: creating a culture of collaboration and creating an environment in which people embrace collective responsibility.

Participants in this session learn:

- How to construct and protect productive collaborative relationships
- How to create organizational coherence and ensure collaboration at every level of the school community
- The balance between support and accountability

Maria Nielsen

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.

Participants in this session:

- 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

Leveraging Technology for Learning in a PLC

In the changing world of education, whether face-to-face or virtual environments, learning must happen. Regina Stephens Owens provides strategies to leverage technology to ensure high levels of learning for all learners, adults and students.

Participants can expect to:

- Understand how to leverage technology in support of teamwork.
- Leverage web resources with four essential questions of a PLC.
- Utilize technology for continuous improvement and to build collective capacity.

Jeanne Spiller

Yes We Can: Collaboration by All, for All!

When teams commit to collaborating in the PLC process dedicated to high levels of learning for *all* students, a key critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Then, ensure that all systems align, bringing this vision to life. Participants in

this session are provided with strategies and protocols to examine mindsets and collaborative processes to drive action planning that ensure higher levels of learning for all students. This session is designed for both general and special educators.

Participants in this session:

- Examine best practices for ensuring all means *all*.
- Learn strategies to bring each of these best practices to life in your local context.
- Reflect on local current practices and policies that do and do not align with the belief that all students can learn at high levels and identify key next steps for moving forward.

Session Descriptions—Day 3

MORNING BREAKOUT SESSIONS

Tim Brown

Building a Commitment to Learning in Students

The educators in a learning-centered school deliberately identify strategies for building and communicating high expectations with their students. The importance of this is reinforced by Anthony Muhammad's research for his book, *Transforming School Culture: How to Overcome Staff Division* (2017). Muhammad discovered that students will learn more and be more successful in an environment where all educators believe they can learn at high levels, and those educators work together to convince the students they can achieve lofty academic goals teachers set for them.

This session is designed to engage the audience in a thoughtful examination and exploration of four practical and proven strategies that engage students in building a commitment to learning.

Participants can expect to:

- Understand the importance of regularly communicating high expectations to students to develop a culture of learning throughout the school.
- Gain effective learning strategies to communicate and establish a learning-centered classroom culture.
- Recognize the important role celebrations play in reinforcing and sustaining a focus on learning for all.
- Explore various strategies for engaging students in goal setting to take greater ownership of their learning.

William M. Ferriter

Making Differentiation Doable

If schools are truly working to move every student forward, learning experiences must be differentiated to meet the needs of individual students. The challenge, however, rests in making differentiation doable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality.

In this presentation, Solution Tree author and career classroom teacher Bill Ferriter introduces participants to a range of strategies that can be used to:

- Carefully plan and deliver initial attempts at remediation and enrichment in a differentiated classroom.
- Create meaningful “turn to” tasks for students to tackle after demonstrating mastery of grade level essentials.
- Systematically track progress by student and by standard.

Timothy D. Kanold

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

Education is a profession of “emotional labor,” and it is easy to experience fatigue from the daily noise and intense, often quick-changing expectations of the educators’ work life. Giving “heart and soul” to the professional life is fulfilling. Yet, it can also take its toll at work and at home.

Timothy D. Kanold notes, “Off and on, I have 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. But there are ways to sustain and regain your happiness at work.” The secret lies in understanding how to live a well-balanced daily life.

Participants examine the difference between being busy and being hurried, and they consider how to maintain high positive daily energy and joy, as they ruthlessly eliminate the hurry from their lives based on the energy quadrants from Dr. Kanold’s award-winning book, *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (Solution Tree, 2017). Participants walk away feeling the power of their professional journey.

Participants can expect to:

- Understand and embrace happiness as a high positive energy state.
- Ruthlessly eliminate hurry from their life.
- Avoid emotional exhaustion through the demonstration of self-compassion.
- Avoid the natural drift to a high negative energy state of being.
- Choose a daily, well-balanced life.

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

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 labels

Maria Nielsen

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.

Regina Stephens Owens

Coaching Competence, Not Compliance: Preparing Teachers to Lead by Learning

In a time of great change and instability, educators and administrators more than ever need to become empowered learners. Let’s move from telling to teaching and from unsupported expectations to unmatched experiences that ensure educators are prepared for continuous learning.

Participants can expect to:

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

Jeanne Spiller

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.

KEYNOTE

Regina Stephens Owens

Transformed People Transform People

Becoming a PLC requires that we become learners and embrace collective responsibility as we commit to continuous improvement.

Transformational learning is a matter of belief. What we believe about people impacts every process and procedure we deploy. Educators deserve both a life and a career. Let's design environments and experiences that ensure they learn. Regina Stephens Owens discusses the essentials required to develop a community of learners and a culture of collective responsibility.

Learning outcomes include:

- Designing and develop a culture based on mission, vision, and values
- Creating learning environments to ensure adults experience transformational learning
- Learning to coach competency, not just compliance