PLC at Work™ Summit

Portable Event Package
Course Overview

The Portable Event Package course is structured for your optimal learning experience. Keynote sessions drive home the main ideas and themes. Concurrent keynotes and breakout sessions support the keynotes.

Solution Tree recommends viewing the keynotes in the order presented. Please select concurrent keynotes and breakout sessions to match your viewing needs.

PEP participants have access to sessions for 90 days from the date they click "I agree" on the acknowledgement within the virtual platform. Sessions may feature downloadable handouts or PowerPoint slides. Handouts and slides will be available on the virtual platform on the "Additional Resources" tab.

Block 1

Keynote—Mike Mattos *Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement*	See page 4.
Concurrent Keynotes	See pages 2 & 4–6.
Breakout Sessions	See pages 2 & 6–9.
Keynote—Marcia L. Tate *Healthy Teachers: Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being*	See page 9.

Block 2

Keynote—Anthony Muhammad *The Way Forward: PLC at Work and the Bright Future of Education*	See page 10.
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Panel Discussion—*Presenters answer your most pressing questions.*	

Block 3

Keynote—Regina Stephens Owens *Transformed People Transform People*	See page 15.
Keynote—Luis F. Cruz *Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey*	See page 15.

Sessions at a Glance—Block 1

Concurrent Keynotes

Tina H. Boogren & Timothy D. Kanold *Professional Wellness Routines and Strategies to Enhance Student Learning and Live Your Best Life!*
Tim Brown *Building a Commitment to Learning in Students*
Julie A. Schmidt *From Urgency to Action*
Dylan Wiliam *Moving From "What Works" to "What Works Best": How Leaders Can Use Research to Supercharge School Improvement*

Breakout Sessions

Mario Acosta *Culture Building in a Post-Pandemic School*
Tina H. Boogren *The Science of Educator Wellness: Hacks for Busy Educators*
Tim Brown *Developing Shared Leadership: Forming Your Guiding Coalition*
Luis F. Cruz *Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn*
Timothy D. Kanold *Your PreK–12 PLC Mathematics Focus: Great Instruction and Tasks!*
Mike Mattos *Taking Action: How to Create a Highly Effective, Multitiered System of Supports*
Anthony Muhammad *Beyond Test Scores! The PLC at Work Process and Serving the Whole Child*
Hedreich Nichols *Bias and Belonging: Overcoming Interpersonal Differences to Build a Better School Culture*
Dylan Wiliam *Classroom Formative Assessment: The Most Cost-Effective Way to Improve Student Learning*

Sessions at a Glance—Block 2

Concurrent Keynotes

William M. Ferriter *Helping Students Gain Reputations as Learners*
Timothy D. Kanold *Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!*
Tom Schimmer *Assessment Is the Engine!*

Breakout Sessions

Tim Brown *Activating the Keys of Formative Assessment to Create a Culture of Learning*
Luis F. Cruz *Embracing the Five Vessels: Learning the Non-Negotiables to Becoming a High-Functioning PLC*
William M. Ferriter *Collaborative Tools for Learning Teams in a PLC at Work*
Mike Mattos *Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors*
Anthony Muhammad *Collaboration Is a Lifestyle, Not a Meeting!*
Regina Stephens Owens *Coaching Competence,* Not *Compliance*
Tom Schimmer *Redefining Student Accountability*

Session Descriptions—Block 1

Mike Mattos

Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement

One of the essential characteristics of a professional learning community is continuous improvement. To achieve this goal, educators within a PLC commit to collective inquiry and action research to increase both adult and student learning. As we celebrate the 25th anniversary of Dr. Richard DuFour and Dr. Robert Eaker's original work—Professional Learning Communities at Work—Mike Mattos reviews the essential elements of the PLC at Work framework and shares insights we have learned through the process.

Tina H. Boogren & Timothy D. Kanold

Professional Wellness Routines and Strategies to Enhance Student Learning and Live Your Best Life!

The research is clear: Teachers impact student achievement more than any other aspect of schooling. But what happens when educators are physically, mentally, and emotionally exhausted in our highly relational profession? Timothy D. Kanold and 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." Utilizing a research-affirmed framework for educator wellness, Kanold and Boogren help educators of all levels and backgrounds learn how to bring their very best selves to their students each day through the use of daily routines and strategies that can have a big impact on the achievement of educators and students alike. Come to this session ready to have fun, laugh, learn how to live your best life, and be inspired!

Participants gain insight into:
- Foundational research, theory, and practice for daily educator wellness and well-being in order to enhance student achievement
- A research-affirmed educator wellness framework that can be utilized by individuals, teams, schools, or entire districts
- Simple but powerful routines, strategies, and tools that can be implemented immediately to support the mental health of all educators

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 to and with their students. Dr. Anthony Muhammad's book, *Transforming School Culture*, reinforces the importance of high expectations. He notes 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" (p. 25).

In this keynote, Tim Brown engages the audience in a thoughtful examination and exploration of four practical and proven strategies that engage students in building a commitment for learning.

Outcomes from this session include:

- Understanding the importance of intentionally communicating high expectations to students and the positive effect that has on a student's efficacy judgment
- Learning about strategies teachers use to establish a building and classroom culture centered around learning for all
- Recognizing the important role celebrations play in reinforcing and sustaining a focus on learning for all
- Exploring various strategies for engaging students in goal setting to take greater ownership of their learning

Julie A. Schmidt

From Urgency to Action

Educators across the nation and the world are responding to historic challenges with a sense of urgency to meet the ever-growing needs of *all* students. Not to be confused with panic, a collective sense of urgency sharpens an organization's focus on the actions it must take in order to meet the challenges laid before it. When that collective sense of urgency leads to collective research-based action, sustainable improvement over time can be expected. Make no mistake: urgency and high-leverage action do not occur by chance, but rather by an ongoing commitment to learning and leading.

In this keynote, Julie A. Schmidt addresses creating a collective sense of urgency around the right work in your school or district and takes a deeper dive into the actions teams engage in while developing and maintaining a laser-like focus on student learning in a professional learning community. Whether you are new to the PLC journey or hoping to gain clarity on your next high-leverage steps several years into the work, this keynote will inspire a *calm and clear* sense of urgency.

Dylan Wiliam

Moving From "What Works" to "What Works Best": How Leaders Can Use Research to Supercharge School Improvement

Research will never tell teachers what to do—classrooms are just too complex for this ever to be the case. Research can, however, help school leaders in three ways. The first is to identify "blind alleys"—areas where changes are unlikely to be of much benefit to students. The second is to identify areas where changes will improve students' learning. The third, and perhaps the most important, is to provide information that school leaders can use to choose research-based interventions that will have the greatest impact in their local context.

Dylan Wiliam teaches participants why meta-analysis, although popular with researchers, rarely provides useful guidance to school leaders about what will work most effectively in their schools. Dylan explores the five key questions that school leaders need to ask to become critical consumers of educational research so that the improvements they make will maximize the benefits for their teachers and their students.

BREAKOUT SESSIONS

Mario Acosta

Culture Building in a Post-Pandemic School

A safe, supportive, and collaborative culture is the foundation of an effective school, and creating it is the first order of business for an effective leader. This session links the actions of effective schools with the literature on leadership to provide a blueprint for building leaders who will foster such a culture.

In this session, participants:
- Find out how to build consensus in an effort to identify or determine core ideology.

- Learn how to create or identify a school's purpose, core values, and big goals.
- Audit and, if necessary, modify current campus ideology.

Tina H. Boogren

The Science of Educator Wellness: Hacks for Busy Educators
Recent research shows that 93 percent of educators report high levels of job-related stress. Not only is this a concern for our educators, but it's also a severe problem for our students. Students with stressed-out teachers have more behavior issues, and those students have lower overall achievement. Tina H. Boogren explores easy-to-implement wellness hacks that positively impact both the adults *and* the students in your building, district, or PLC.

Participants can expect to:
- Review the four seasons of a typical school year and examine how to help yourself or your staff members thrive in each phase.
- Explore self-care or wellness hacks that are easy to implement at the personal and professional levels and correlate to the phases of the school year.
- Discover ways to motivate and inspire your PLCs so they can lead by example for their students.

Tim Brown

Developing Shared Leadership: Forming Your Guiding Coalition
Many guiding coalitions are slowed in their efforts to become highly effective because they skip the important *forming stage* of a team. With clear purpose, goals, roles, and commitments, a guiding coalition can accelerate its movement from a group to a team. In this breakout, attendees engage in a variety of processes that they can take back and do with their guiding coalition. Participants experience and reflect using tools that have been specifically designed to align a guiding coalition to a single purpose. Examples from the field are provided.

Participants in this session:
- Develop an understanding of the *forming stage* as described by Dr. Bruce Tuckman.
- Participate in strategies to successfully *form* a guiding coalition or enhance their current guiding coalition.

Luis F. Cruz

Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn
Luis F. Cruz shows how to embrace the power of the word *and* versus the tyranny of the word *or*. It's not PLC or RTI, but instead, embracing both the PLC and RTI processes to become a professional learning community. Dr. Cruz showcases how educators use effective collaborative processes (taping the room) to ensure a collective response when students do not learn (painting the room). Hence, 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 non-negotiable vessels of the PLC Process
- How to gauge collaborative practices via seven stages
- How teacher teams implement structures and processes that will allow for a collective response when students do not learn

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

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

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

Hedreich Nichols

Bias and Belonging: Overcoming Interpersonal Differences to Build a Better School Culture
At a time when students and staff are often divided on key issues, how do we address headlines and happenings in a way that honors diverse opinions and helps us grow stronger together? More than just another conversation, this transformational session provides an "implement now" blueprint for minimizing campus interpersonal conflict and maintaining unity-centered relationships, even in the face of hot-button issues.

Dylan Wiliam

Classroom Formative Assessment: The Most Cost-Effective Way to Improve Student Learning
There are many methods of improving student progress, but when setting priorities, as well as asking how much extra improvement a particular change might produce, leaders must ask, "At what cost?" not only in money, but also in teacher time. After all, every hour that teachers spend on one thing is an hour they aren't spending on something else.

The currently available research evidence suggests that most effective use of teacher time is to develop teachers' use of formative assessment. Many schools have used common formative assessments for years, but their impact on student achievement is modest. To maximize the power of formative assessment to increase student achievement, it must be integrated into all aspects of teaching practice—not just every six to ten weeks, but also every six to ten minutes.

In this interactive session, participants learn the five key strategies of formative assessment and associated practical techniques that teachers can immediately use to make their practice more engaging and more responsive to their students' needs. Participants also learn how building-based, teacher-led learning communities can support teachers in developing their practice without the need for expensive external facilitators.

KEYNOTE

Marcia L. Tate

Healthy Teachers: Twelve Brain-Based Principles to Avoid Burnout, Increase Optimism, and Support Physical Well-Being
Many teachers are simply—and understandably—burning out! The fire and passion that once sparked for teaching are extinguishing. Marcia L. Tate teaches educators how to restore their passion for teaching and explores additional brain-based principles for looking five to ten years younger, becoming and remaining healthier, and living a longer life!

Session Descriptions—Block 2

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 the PLC at Work are timeless.
- The PLC at Work process is essential in order to repair and advance the field of education.

William M. Ferriter

Helping Students Gain Reputations as Learners
Chances are that most educators already know that nothing we do in schools—not our one-to-one initiatives, not our new reading and math curricula, not our efforts to integrate problem-based learning into our classrooms or rethink our homework practices—has a greater impact on student learning than building the collective efficacy of classroom teachers (Hattie, 2018). What may surprise some educators, however, are the close parallels between collective teacher efficacy and student self-reported grades—the instructional practice with the greatest potential to accelerate student learning (Hattie, 2018).

We can turn many of the same core collaborative practices used by our learning teams—setting goals, identifying essentials, assessing progress toward mastery, taking action on evidence of learning—into instructional practices, a process introduced by career classroom teacher and Solution Tree PLC Associate William M. Ferriter in this keynote presentation.

Timothy D. Kanold

Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!
Ours is a profession of emotional and relational labor, and it is easy to experience fatigue from the daily noise and intense, often quick-changing expectations of our work life. Giving our heart and soul to our 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 and personal life stretches you beyond your limits. But there are ways to sustain and regain your happiness at work."

Participants examine the fine line between being busy (good stress) and being hurried (bad stress) and consider how to maintain high positive daily energy and joy and how to ruthlessly eliminate hurry from their life. They will

walk away feeling inspired, rejuvenated, and empowered to give their heart and soul to their PLC work life without losing themselves in the process.

Dr. Kanold shares how to:
1. Embrace the characteristics of happiness and joy found within the PLC culture.
2. Explore compassion and self-compassion as effective tools for avoiding emotional exhaustion.
3. Discover how to sustain a high positive energy state at work and at home, every day.

Tom Schimmer

Assessment Is the Engine!
Assessment is the engine that drives the PLC at Work process. Tom Schimmer highlights why investing in our assessment literacy is the most effective and efficient professional investment any educator or school can make. Whether implementing an RTI continuum, differentiating instruction, or teaching 21st-century skills, assessment is the engine that drives and determines the fidelity with which these approaches are implemented. Tom highlights six assessment tenets that are universal, timeless, and critical to the successful support of all learners.

Participants learn:
- How sound assessment practices are the engine that drives systems, structures, routines, and practices in schools
- Assessment tenets that are timeless and universally applicable in all situations
- How to establish seamlessness between formative and summative assessment purposes.

BREAKOUT SESSIONS

Tim Brown

Activating the Keys of Formative Assessment to Create a Culture of Learning
Formative assessment enhances learning for all students, especially those who struggle. It is one of the most powerful tools we have at our disposal for enhancing a student's desire to succeed in school. In this breakout, Tim Brown shares five keys and nine principles that a learning-centered school should see in every classroom.

Learning outcomes include:
- Exploring the relationship between formative assessment and student achievement
- Evaluating important considerations in the assessment process
- Examining tools, scenarios, and processes from the field that demonstrate that the five keys and nine principles are doable in every classroom, at every level

Luis F. Cruz

Embracing the Five Vessels: Learning the Non-Negotiables to Becoming a High-Functioning PLC
If a school or district is committed to becoming a professional learning community, adult behaviors need to shift away from those found in traditional school systems. Which behaviors are found within the context of a PLC? Join Luis F. Cruz as he explains what Rick DuFour called the five non-negotiables schools must embrace to become PLC right and avoid becoming PLC lite.

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. In this session, participants 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.

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 needed to achieve this outcome. In this session, 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 in this session:
- 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 administration, 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.

In this session, participants 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

Regina Stephens Owens

Coaching Competence, *Not* Compliance

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

Learning outcomes from this session include:
- Designing and developing culture for learning
- Learning to coach competency, not just compliance
- Building collective capacity through shared responsibility

Tom Schimmer

Redefining Student Accountability

Many well-intentioned grading reform efforts are marred with tension about student accountability. The false assertions that students won't be held accountable or will become irresponsible often sidetrack what is necessary to modernize the grading and reporting systems. Tom Schimmer highlights why schools implementing the PLC process and an RTI continuum are ideally positioned to fulfill the promise of teaching students to be more responsible. Tom emphasizes the importance of taking both a trauma-informed and culturally responsive approach to this work.

In this session, participants:
- Learn how PLC processes, an RTI continuum, and sound assessment practices can be synced to create an efficient and effective approach to redefining student accountability.
- Explore the fundamentals of teaching, reinforcing, correcting, supporting, assessing, and reporting student accountability.
- Identify the important aspects of both trauma-informed and culturally responsive practices that create the most inclusive school culture.

Session Descriptions—Block 3

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

Luis F. Cruz

Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey

As a result of the pandemic, inequities revealed nationwide beg the question, Are we really all in this together? Since schools do not exist in a vacuum and have inherited social inequities, educators must embrace bold leadership approaches to ensure high levels of learning for all.

As we reimagine school leadership in a new and challenging context, we must accept that our PLC journey ultimately is fueled by changing adult behaviors. But what happens when well-intentioned adults in our schools refuse to commit to the necessary behaviors? Luis F. Cruz, a former elementary, middle, and high school principal, reveals insights from his best-selling book, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019), to guide participants in the work of creating robust PLCs. In addition, Dr. Cruz reminds us of the moral imperative we all share that must act as the driving force for PLC implementation back home.