

# PLC at Work Virtual Summit Agenda


## 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 of purchase. Sessions feature downloadable handouts except where “video only” is noted. Handouts are available online on the “Additional Resources” tab.

 Clicking on the page numbers below will take you to those pages.



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<b>Panel Discussion</b> — <i>In this recorded session, presenters field questions during a PLC event.</i>

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# Sessions at a Glance

## Concurrent Keynotes

**Tim Brown**

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

**Tom Hierck**

*Trauma and Resilience: Shaping the Future of Education in a Post-Pandemic World*

**Sharon V. Kramer**

*Acceleration: The Path to Closing the Achievement Gap*

**Tom Schimmer**

*Assessment Is the Engine!*

## Breakout Sessions

**Tim Brown**

*From Forming to Performing*

**Luis F. Cruz**

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

**Robert Eaker**

*Willy-Nilly Doesn't Work Here Anymore!*

**Tom Hierck**

*Starting a Movement: Moving From Believe to Achieve*

**Sharon V. Kramer**

*How to Leverage PLCs to Improve Your School*

**Mike Mattos**

*Future-Proofing Our Students*

**Anthony Muhammad**

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

**Regina Stephens Owens**

*Collective Efficacy at Work: From Expectations to Evidence of Learning*

**Tom Schimmer**

*Grading From the Inside Out*



# Sessions at a Glance

## Concurrent Keynotes

<b>Tina H. Boogren</b> <i>Living Your Best Life: Wellness Solutions for Educators</i>
<b>Sharroky Hollie</b> <i>Who Are Your Underserved and Are You Being Culturally Responsive to Them?</i>
<b>Yvette Jackson</b> <i>Gifting Ourselves to Gift Our Students: Cultivating American Excellence Through Communities of Belonging</i>
<b>Timothy D. Kanold</b> <i>Heart &amp; Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!</i>

## Breakout Sessions

<b>Tina H. Boogren</b> <i>Self-Care Hacks for Busy Educators</i>
<b>Tim Brown</b> <i>Building a Commitment to Learning in Students</i>
<b>Robert Eaker</b> <i>Friday Night in America: A Commonsense Approach to Improving Student Achievement</i>
<b>Sharroky Hollie</b> <i>Culturally Responsive Classroom Management</i>
<b>Yvette Jackson</b> <i>Transformative PLCs: Nurturing All Students for Thriving and Flourishing in the 21st Century</i>
<b>Timothy D. Kanold</b> <i>Your K-12 PLC Mathematics Focus: Great Instruction and Tasks!</i>
<b>Mike Mattos</b> <i>Taking Action: Digging Deeper Into Systematic Interventions</i>
<b>Anthony Muhammad</b> <i>Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey</i>

# Session Descriptions

## 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 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

## CONCURRENT KEYNOTES

### Tim Brown

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

When schools focus on learning, educators promote a strong sense of self-efficacy in students. Studies show promoting self-efficacy is one of the most significant factors in student motivation and engagement. 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 a collaborative team's questions influence student efficacy judgment.
- Explore products and processes that collaborative teams create to help students own their learning.

### Tom Hierck

#### Trauma and Resilience: Shaping the Future of Education in a Post-Pandemic World

Flashback to a time when terms *pandemic*, *remote learning*, *hybrid learning*, and *Zoom* were infrequently—if ever—part of the conversation in schools and districts, let alone the general population. Today, it doesn't seem like we can have a conversation about education without regular and frequent mention of those terms connected to COVID-19.

Yet, we are not returning to the old normal. On many levels, that structure no longer exists. Nor should we plan for a move forward to the new normal, as the use of the word *normal* conveys a connection to something that might need to shift. Instead, let's plan to move to a new better—schools and districts embracing the best of what they knew pre-pandemic and incorporating the best of what we have learned during the pandemic.

# Session Descriptions

# 1 BLOCK

## Sharon V. Kramer

### **Acceleration: The Path to Closing the Achievement Gap**

Acceleration is the path less traveled in most schools and classrooms, especially those in which students are reading and writing far below grade level. The usual approach is to help students catch up by remediating learning or going backward to go forward. By examining specific and practical strategies that administrators, teachers, teams, and schools can implement, Sharon V. Kramer takes participants on an alternate journey through the acceleration pathway that closes the achievement gap quickly enough to access grade- and course-level learning for all students.

Participants examine ways to:

- Build the foundation for acceleration.
- Dig into the real work of acceleration.
- Keep the momentum of continuous improvement.

## 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

### **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.



# Session Descriptions

## 1 BLOCK



### 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.

### Robert Eaker

#### **Willy-Nilly Doesn't Work Here Anymore!**

Robert Eaker shares how disjointed incrementalism in schools undermines efforts in achieving high levels of learning for all students. Dr. Eaker bases this session on the research in Michael Rutter's book *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (1982), recounting a three-year study of a dozen secondary schools in large urban areas. Highly effective schools have one thing in common: agreed-upon ways of doing things—doing the right things for the right reasons in the right ways at the right times. The process begins with reaching a consensus on the *why* of work before focusing on the *what*.

### Tom Hierck

#### **Starting a Movement: Moving From Believe to Achieve**

A common challenge is schools transitioning from a culture of compliance to one of commitment—moving from *doing* to *becoming*, from *my kids* to *our kids*. The gap between these two junctures is a critical and often overlooked aspect of a school's journey to create a culture of collective responsibility. Collective responsibility requires more than clichés, slogans, and catchphrases. It requires that the moral imperative of your work flows through every aspect of your school's culture.

Participants can expect to:

- Analyze the purpose of work that is foundational to their classroom.
- Define a personal commitment to collective responsibility.
- Examine teaching strategies to ensure alignment with the purpose.

### Sharon V. Kramer

#### **How to Leverage PLCs to Improve Your School**

This session outlines proven strategies that ensure learning for all. Sharon V. Kramer uses the PLC model to highlight and deconstruct the five challenges—or greatest opportunities—to successful and sustainable school improvement results. Educators who face the unique challenges of serving at-risk youth gain practical solutions to these real-world issues.

Participants examine ways to:

- Support a culture of success.
- Engage everyone in the right work.
- Establish a shift from what *all* students need to what *each* student needs.
- Develop leadership for learning.
- Engage students in owning their learning.



# Session Descriptions

# 1 BLOCK

## Mike Mattos

### Future-Proofing Our Students

A PLC's purpose is to ensure all students learn the academic skills, knowledge, and behaviors for future success. To achieve this outcome, educators clarify the essential skills and behaviors students need to thrive as adults.

In this session, Mike Mattos:

- Outlines the essential knowledge, skills, and behaviors required to “future-proof” our students
- Discusses how to create collaborative teacher teams within the PLC at Work framework to teach transdisciplinary skills and behaviors
- Defines how to use the four critical questions of the PLC at Work process to develop student agency

## Anthony Muhammad

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

Explore 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. Anthony Muhammad holds that our thinking is the primary culprit in the fight to overcome the achievement gap.

Participants can expect to explore:

- The true meaning and value of school culture
- The power of mindsets and their influence on educator effectiveness
- How to shift from damaging mindsets (superiority and inferiority) to high levels of efficacy (liberation)



## Regina Stephens Owens

### Collective Efficacy at Work: 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 your goals.
- Increase capacity, growth, and collective responsibility through personal mastery.

# Session Descriptions

**Tom Schimmer**

## **Grading From the Inside Out**

Developing a standards-based mindset is the often overlooked but essential first step of long-term grading reform. Based on his book *Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset* (2016), Tom Schimmer outlines how to take a standards-based approach to grading, even when a traditional grading and reporting paradigm exists. He discusses the non-negotiable true north of grading for accuracy and with confidence, plus the three essential practices that are cornerstones for developing a standards-based mindset.

Learning outcomes include:

- Understanding how to audit grading practices through the lenses of accuracy and confidence
- Exploring faulty logic behind traditional grading practices
- Identifying replacement practices that establish a standards-based mindset and approach to grading, independent of any changes to school or district policy

## **KEYNOTE**

**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.





# Session Descriptions

## KEYNOTE

### Mike Mattos

#### The Bottom Line

COVID protocols. Virtual learning. Every Student Succeeds Act. Learning loss. Acceleration. Interventions. Social-emotional learning. High-stakes tests. The many demands placed upon schools and educators can be overwhelming. Researcher Marcus Buckingham says that the antidote to anxiety is clarity: staying focused on what is most important.

Mike Mattos makes the case that, during these challenging times, it is more important than ever that we stay focused on the bottom line—student learning! The best way to sustain this focus is by committing deeply to the essential practices of the PLC at Work process.

## CONCURRENT KEYNOTES

### Tina H. Boogren

#### Living Your Best Life: Wellness Solutions for Educators

We've all heard the classic airline safety announcement: You must secure your oxygen mask before assisting others. This isn't just for airline travelers; it's also true for us. As educators, we must establish habits and routines for bringing our best selves to those we serve to avoid burnout and resist compassion fatigue. Using a research-based framework for educator wellness, Tina H. Boogren helps educators of all levels and backgrounds learn to take care of themselves in robust and realistic ways. Participants walk away from this session feeling inspired, rejuvenated, and empowered.

Participants can expect to:

- Understand the foundational research and theory on burnout and wellness, particularly as it relates to educators in a PLC.
- Explore a research-based framework for educator wellness.
- Review strategies and recommendations for each framework level that you can implement immediately.

### Sharroky Hollie

#### Who Are Your Underserved and Are You Being Culturally Responsive to Them?

The most critical aspect of cultural responsiveness is determining which students receive “bad customer service” because the school, as an institution, is not culturally responsive to their needs.

Sharroky Hollie poses the questions:

- Who are the underserved in your school?
- Are you responsive to who they are culturally, not just racially?
- Do you know the students in your classrooms, schools, and districts?



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# Session Descriptions

## Yvette Jackson

### **Gifting Ourselves to Gift Our Students: Cultivating American Excellence Through Communities of Belonging**

When PLCs operate from a lens of equity consciousness, schools become *communities of belonging* where cultivating value, affiliation, agency, investment, and excellence become a shared cultural experience. In this approach, staff can elicit students' innate potential for excellence. Yvette Jackson shows classroom teachers how to link their gifts and passions to help students identify their strengths, motivate self-determination, and promote personal contribution. Dr. Jackson shares concepts from her book *Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools*.

## 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 a bit 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 your 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 our best life* through the use of daily, well-balanced Quadrant II quietude.

# Session Descriptions

## BREAKOUT SESSIONS

### Tina H. Boogren

#### Self-Care 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

#### 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.

### Robert Eaker

#### Friday Night in America: A Commonsense Approach to Improving Student Achievement

Teachers already know more about how to ensure student learning than they may realize. Band directors, art teachers, and coaches regularly employ successful strategies in nonacademic school settings. In particular, the tactics football coaches use to win on the gridiron on Friday nights are similar to school teams' efforts in the academic arena. Robert Eaker reviews practices that lead to improved student learning across the board. He shows how teacher teams can “suit up” with powerful strategies to triumph every school day.



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# Session Descriptions

## Sharroky Hollie

### Culturally Responsive Classroom Management

Situational appropriateness is the concept of determining what cultural or linguistic behavior is most appropriate for the moment. Students can choose cultural and linguistic behaviors, depending on the situation, without sacrificing their base cultures or languages. Participants in this session gain insight into situational appropriateness and acquire a toolkit of culturally responsive classroom management techniques that will lead to a stronger classroom community and increased achievement.

Outcomes include:

- Learning how to use attention signals strategically
- Acquiring protocols for responding to and discussing these signals
- Gaining a toolbox of movement activities
- Experiencing the use of extended collaboration activities

## Yvette Jackson

### Transformative PLCs: Nurturing All Students for Thriving and Flourishing in the 21st Century

Yvette Jackson investigates transformative PLCs and how they cultivate an environment for thriving and flourishing in the 21st century. Transformative PLCs are dedicated to affirming expectations and belief in student strengths and intellectual abilities. They help create an assets-focused pedagogy. Educators implement high operational practices in transformative PLCs to demonstrate intellectual performance, self-determination, and contribution. Dr. Jackson explores Generation Alpha students and the pedagogy to optimize their engagement, global literacy, and personal leadership.

## Timothy D. Kanold

### Your K–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-level- and higher-level-cognitive-demand tasks, combined with meaningful formative feedback during instruction. This session is based on his book *Mathematics Instruction and Tasks in a PLC at Work from Solution Tree's Every Student Can Learn Mathematics series* (2018).

Dr. Kanold shares four of six research-affirmed lesson design criteria essential to student perseverance, self-efficacy, and sustained effort in mathematics class every day. He provides sample K–12 mathematics tasks and online resources for teacher support, and he reveals the impact of relevant and meaningful mathematics on the design of student learning.

Participants use the PLC mathematics lesson-design model to:

- Effectively use prior knowledge and student self-efficacy routines.
- Examine the use of lower-level- and higher-level-cognitive-demand tasks during class.
- Examine how to blend in-class student reflection and small-group discourse with whole-group, teacher-directed learning as part of a formative assessment and iterative feedback loop when students get stuck during a lesson.

# Session Descriptions

## Mike Mattos

### **Taking Action: Digging Deeper Into Systematic Interventions**

Mike Mattos digs deeper into creating a highly effective, multitiered system of supports to ensure student learning. He defines essential action steps for three critical teams: the school leadership team, teacher teams, and a site intervention team. Mike offers clarity about lead responsibility for academic and behavior interventions, plus recommendations and resources for scheduling.

## Anthony Muhammad

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

Anthony Muhammad addresses two vital stages when creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and discomfort with change. Participants explore theories that link the importance of school culture to student learning. They leave with many practical strategies to transform their culture when they return to their school.

Session outcomes include learning how to:

- Address counterproductive belief systems and form a cohesive team of student advocates.
- Analyze and manage staff frustration.
- Balance support and accountability.



# Session Descriptions

## KEYNOTES

### Douglas Reeves

#### **Equity and Excellence: The Essentials for Every Student**

Douglas Reeves shares the latest research on common practices that high-performing schools use to deliver equity and excellence for every student. Using an international research base that includes urban, rural, and suburban schools, Dr. Reeves reveals the core competencies for equity and excellence and the professional practices that lead to opportunities for every student.

### Anthony Muhammad

#### **Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment**

Twenty-two years ago, Richard DuFour and Robert Eaker published the first book on PLC at Work. Since then, the PLC at Work model 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 decades later? Without exception, schools that use this model to transform their practice have one thing in common: effective leadership. Anthony Muhammad explores the keys to transitioning a school or district into a model PLC.

Participants can expect to:

- Know the leadership challenges and lessons learned from more than 20 years of PLC practice.
- Learn the difference between leadership behaviors that undermine versus promote PLCs.
- Explore strategies that improve participants’ abilities to lead others through the change process and build consensus.

