

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 ONE

Keynote —Mike Mattos <i>All In! Digging Deeper Into Becoming a True Professional Learning Community</i>	See page 4.
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Breakout Sessions	See pages 2 & 5–8.
Keynote —LeAnn Nickelsen <i>Making Learning Stick: High-Impact Moves to Transform Tier 1 Instruction</i>	See page 8.

BLOCK TWO

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Panel Discussion —Presenters answer your most pressing questions.	
Keynote —Timothy D. Kanold <i>The Heart, Soul, Joy, and Hope of the PLC Life!</i>	See page 13.

BLOCK THREE

Keynote —Heather Friziellie <i>What Do You Believe? Exploring How Beliefs Shape Outcomes</i>	See page 14.
Keynote —Luis F. Cruz <i>Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey</i>	See page 14.

Sessions at a Glance—Block 1

Concurrent Keynote

William M. Ferriter

Doing the Right Work: Tools and Templates for Effective Team Collaboration

Nicole S. Turner

Building Impact Together

Breakout Sessions

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

William M. Ferriter

Classroom Instruction That Works: Understanding the Research Behind High-Impact Teaching Practices

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

James A. Nottingham <i>Boosting Student Engagement</i>
Tom Schimmer <i>The Grading Trap! How Misguided Grading Practices Undermine Effective Teaching</i>
Julie A. Schmidt <i>From Urgency to Action</i>

Breakout Sessions

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

Session Descriptions—Block 1

KEYNOTE

Mike Mattos

All In! Digging Deeper Into Becoming a True Professional Learning Community

The PLC at Work framework is the most research-based, practitioner-confirmed process to improve student and adult learning. Yet many schools and districts are failing to reap the benefits of their collaborative efforts because they fail to dig deeply and stay committed to the right work. Mike Mattos identifies the essential thinking and actions of a true professional learning community and discusses how each collectively creates an ongoing process of continuous improvement.

Participants in this session:

- Learn the three big ideas and four critical questions of the PLC at Work process.
- Understand how each critical question is not a singular act but instead requires never-ending cycles of focus to dig deeper into the right work.
- Assess their current reality and consider next best steps to improve learning for all.

CONCURRENT KEYNOTES

William M. Ferriter

Doing the Right Work: Tools and Templates for Effective Team Collaboration

Professional learning communities are among the most effective strategies for improving instruction and raising student achievement (Hattie, 2024). However, many educators remain skeptical of collaboration's value—often because they've never experienced the power of purposeful, structured teamwork (Prothero & Solis, 2023). Participants in this session explore practical actions teacher teams can take to stay focused, collaborate effectively, and transform their efforts into real results for students.

Participants in this session:

- Identify key technical routines and decision-making practices that highly effective teams use to drive better outcomes for students.
- Learn how to equip collaborative teams with the right tools and focus to ensure every student can master every essential standard.
- Explore both AI-powered and analog tools used by highly effective teams and reflect on how their current team practices compare and where they might grow.

Nicole S. Turner

Building Impact Together

Nicole S. Turner invites educators, coaches, and leaders to unite around a shared vision of impact. Drawing from the Simple Core 4™ Framework, Nicole demonstrates how simplifying instructional priorities fosters alignment and collaboration to address the challenges of today's classrooms. From managing teacher shortages to combating student learning loss, this session empowers attendees to take small, purposeful actions that ripple outward—transforming classrooms, schools, and communities. Participants discover their role in building a culture of impact and leave inspired to make sustainable, meaningful change. Together, we are not just educators; we are *impact builders*.

BREAKOUT SESSIONS

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

William M. Ferriter

Classroom Instruction That Works: Understanding the Research Behind High-Impact Teaching Practices

In *Taking Action: A Handbook for RTI at Work*, the architects of the RTI at Work process emphasize that every educator is bound to work hard, with the goal being to “work hard and succeed.” For classroom teachers, success starts with Tier 1 instruction that’s intentional, research driven, and responsive to student needs. In this session, William M. Ferriter explores practical Tier 1 practices that strengthen instruction, reduce the need for interventions, and ensure that more students succeed the first time they encounter essential content.

Participants in this session:

- Explore high-impact instructional strategies grounded in the *Classroom Instruction That Works* research and learn how AI tools can support the practical implementation of those strategies.
- Learn how to intentionally choose and consistently apply strategies that have a greater impact on student learning to accelerate student achievement and streamline their instructional efforts.
- Investigate the research behind effective instruction, review teacher-tested strategies, explore AI-supported implementation tools, and choose a few strategies to try in their own classrooms.

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

LeAnn Nickelsen

Making Learning Stick: High-Impact Moves to Transform Tier 1 Instruction

How you design and deliver daily instruction makes a powerful difference; it can either accelerate student learning or leave some behind. When educators commit to planning Tier 1 excellence within collaborative PLCs, they create lessons that drive engagement and memory, deepen understanding, and raise achievement. So, what does it take to craft lessons that stick—lessons that are engaging, differentiated, and deliver lasting impact? In this session, LeAnn Nickelsen walks participants through her clear, four-step framework: Chunk, Chew, Check, and Change. This practical process is designed to elevate instruction and empower students.

Participants in this session:

- Discover practical strategies for launching, guiding, and closing high-impact lessons.
- Examine lesson plan templates and success criteria for Tier 1 excellence.
- Reflect on their current planning process to identify strengths and areas for growth.
- Gain tools they can apply immediately—and a fresh vision for making every lesson count.

Session Descriptions—Block 2

KEYNOTE

Anthony Muhammad

Transforming School Culture 2.0: Why Culture Is Important Today, Tomorrow, and Forever

This decade has proven that there is only one constant, and that constant is change. We have experienced a global pandemic and different political parties leading the government. Despite all this change, children still need to be educated, and the best way to educate them, regardless of external dynamics, is to operate as a professional learning community. Schools that create healthy, strong cultures produce an environment where PLCs can thrive. Participants in this session explore why a focus on healthy school culture is timeless and why it is our responsibility to create a learning-focused environment today, tomorrow, and forever.

Participants in this session:

- Understand the contemporary factors that impact school culture and why these challenges must be addressed effectively.
- Understand the interdependent relationship between professional habits, behaviors, and student learning.
- Learn practical ways to improve their school culture immediately in the pursuit of PLC greatness.

CONCURRENT KEYNOTES

James A. Nottingham

Boosting Student Engagement

Engaging students is one of the most challenging tasks of being a teacher. There are so many influences competing for students' attention; involvement in leisure and peer-group activities, preoccupations with social media, and commitments outside school are the distractions most frequently mentioned in the research. Add in processing challenges for neurodiverse students, and it's a minor miracle that anyone engages for long!

In this concurrent keynote, James Nottingham explores these barriers to engagement, including:

- What engagement is and how to boost it for all students
- Modeling—and therefore increasing—engagement by moving from evaluative to exploratory questioning
- Knowing when and how to include the “wow” moment of the lesson for sustained engagement

Tom Schimmer

The Grading Trap! How Misguided Grading Practices Undermine Effective Teaching

While grades are meant to reflect learning, our grading practices can act as barriers, undercutting the goals collaborative teams work so hard to achieve in their classrooms. In this keynote, Tom Schimmer explores the hidden “grading trap”—the unintended consequences of traditional grading policies that undermine student motivation, growth, and equity. Participants discover how traditional grading practices can inadvertently dismantle student engagement and distort their achievement. When you transform your approach to grading from a “gotcha” system to one that is learning focused and aligned with your teaching goals and values, accurate grades and confident learners will emerge.

Participants in this session:

- Learn to recognize specific grading practices that inadvertently create barriers for student success and contribute to inequities in the classroom.
- Explore principles of standards-based grading that prioritize mastery over compliance, allowing grades to reflect student learning more accurately and equitably.
- Gain actionable strategies to recalibrate grading policies, including methods for separating academic performance from behavior and creating more flexible opportunities for student growth.

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.

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

When a school or district commits to becoming a PLC, it simultaneously commits to restructuring an educational school system never designed for high levels of learning for all students. As a result, the way adults behave when interacting with students and each other must change. Join Luis F. Cruz as he reveals all of the adult behaviors educators must embrace to achieve the goal of ensuring high levels of learning for all students. Participants can expect to be reintroduced to "non-negotiables" in the form of the five vessels that make the process of becoming a PLC effective and efficient.

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. 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:

- Cultivate the right mindset regarding the teaching of behavior.
- 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

Anthony Muhammad

Moving from PLC *Lite* to PLC *Right*!

The PLC at Work process has been accessible to educators for over 25 years. Schools and school districts have been enamored with the concepts, and many have attempted to implement the process at scale. Unfortunately, not nearly enough schools have fully implemented the process. Most settle for a modified, scaled-down version called *PLC Lite*. In this session, Anthony Muhammad explores the key leverage points that will guide any school into PLC excellence!

Participants in this session:

- Learn how to organize an effective guiding coalition to guide a school into the six “tight” elements of a PLC.
- Benefit from 25 years of PLC wisdom in the best practices used to secure full staff commitment to the process.
- Examine surveys and rubrics to measure and assess a staff’s current reality in the PLC process.

James A. Nottingham

Guiding Students Through the Learning Pit

The most recognized concept in James Nottingham’s extensive body of work is undoubtedly the Learning Pit. This model is now used by tens of thousands of teachers to foster supportive learning environments, cultivate a growth mindset, and normalize struggle as an essential part of the learning journey.

In this session, James Nottingham provides participants with insight into:

- Some of the reasons why students all too often avoid challenging tasks and how to reverse this trend
- How the Learning Pit encourages students to willingly step out of their comfort zone
- The best strategies for enhancing efficacy and engagement through the Learning Pit

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.

KEYNOTE

Timothy D. Kanold

The Heart, Soul, Joy, and Hope of the PLC Life!

Every educator is writing the story of their PLC life—one step, one decision, one relationship, one school season at a time. That story holds moments of deep satisfaction and accomplishment. Yet, the best stories reveal resilience too. The noise and rapid-fire demands of school life can drain your energy. Fatigue creeps in. The very heart and soul you pour into your work life can stretch you thin—sometimes to the point of disconnecting you from the joy of your journey.

In this inspiring keynote, Timothy D. Kanold invites you to reflect on the chapters and seasons of your life story as you consider this essential question: Will your personal and professional story be filled with heart, soul, joy, and hope ... or not?

Through personal stories and brain research-backed strategies, Dr. Kanold helps you reclaim your energy, decrease daily stress, persevere through the year's toughest stretches, and strengthen the relationships that define extraordinary PLC teams. You'll gain practical routines and a renewed sense of purpose—ready to embrace Ubuntu, climb your "second mountain," and live the hope-filled life that inspires lasting change in others.

Participants learn how to:

- Avoid the natural drift toward high-negative energy at work and home.
- Discover the essential secret of highly effective PLC teams.
- Choose daily routines that support a balanced professional and personal life.
- Connect to their "second mountain" climb—and deeper life purpose.
- Embrace Ubuntu—the true calling of an educator's journey.
- Experience the promise of Resfeber—the hope that fuels their shared future.

Session Descriptions—Block 3

KEYNOTES

Heather Friziellie

What Do *You* Believe? Exploring How Beliefs Shape Outcomes

Beliefs shape outcomes. In this keynote, educators explore how what we believe—about ourselves, our students, and our colleagues—directly influences learning, culture, and success. Through powerful stories, interactive reflections, and practical strategies, participants uncover how shifting beliefs can spark resilience, unleash potential, and strengthen collective efficacy. Heather Friziellie inspires and equips participants to ask—and answer—the critical question: What do *you* believe?

Participants in this session:

- Reflect on how beliefs shape outcomes.
- Learn to reframe limiting beliefs into empowering beliefs.
- Commit to one intentional belief shift that creates a positive ripple effect.

Luis F. Cruz

Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey

Schools do not operate in a vacuum; they are shaped by the social inequities they inherit. Educators must adopt bold and visionary leadership approaches to ensure high levels of learning for all students.

One truth becomes clear when we reimagine school leadership in today's complex educational landscape: The success of our PLC journey depends on shifting adult behaviors. But what happens when well-intentioned educators resist committing to the collaborative practices necessary for meaningful change? Drawing from his best-selling book, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019), Luis F. Cruz offers practical strategies for building strong professional learning communities. Participants gain insight into fostering collective responsibility, aligning adult actions with shared goals, and effectively dealing with resistance to change. Dr. Cruz reminds participants of the moral imperative we all share that must act as the driving force for PLC implementation back at our sites.