Agenda

Times are in the time zone of the streaming site.

Day 1

8:00–9:45 a.m.	**Keynote**—Regina Stephens Owens *A Declaration of Interdependence: Designing Culture and Developing Community for Learning*
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.* **Brainstorming Session**—Timothy D. Kanold *The PLC Life of Central Office and School-Site Leadership!*

Day 2

8:00–9:45 a.m.	**Keynote**—Mike Mattos *In the Eye of the Storm: Staying Focused and Grasping Opportunity During Challenging Times*
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.*
7:00–8:00 p.m.	**Webinar**—Maria Nielsen *Parents as Partners!*

Day 3

8:00–9:30 a.m.	**Breakout Sessions**
9:30–9:45 a.m.	Break
9:45–11:45 a.m.	**Keynote**—Anthony Muhammad *Moving Beyond "PLC Lite": Nurturing Full Commitment to the PLC Process*

Agenda is subject to change.

Visit us at SolutionTree.com

Breakouts at a Glance

Presenters & Titles	Day 1		Day 2		Day 3
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Tim Brown					
You Can Learn: Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process	X				X
Raising Questions and Finding Answers in Our Grading Practices		X			
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			X		
Are You Ready to Learn? Building a Commitment to Learning in Students				X	
Luis F. Cruz					
English Learners and PLCs	X				
I Like What I'm Hearing! So How Do We Initiate Our PLC Journey?		X			
Remembering Rick DuFour: Embracing the "Tight and Loose" of the PLC Process			X		
Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn				X	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					X

Heather Friziellie, Julie A. Schmidt, or Jeanne Spiller					
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes	X				
Question One in an All-Means-All Culture		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Differentiation for Teams: Taking It to the Next Level				X	
Protocols for Results: Turning Data Into Information					X
Timothy D. Kanold					
Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	X				
Heart & Soul: Thriving in a Community Culture: Vulnerability, Belonging, and Validation		X			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			X		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				X	
Attending to Your Professional Well-Being: Living Your Life Between the Zero's!					X

Mike Mattos					
Are We a Group or a Team?	X				
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process				X	
Taking Action: How the PLC at Work Framework Drives an Effective Multitiered System of Supports					X
Anthony Muhammad					
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			
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			X		
Beyond Conversations: Race, Equity, and Social Justice through the PLC Process				X	
Collaboration Is a Lifestyle, Not a Meeting!					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			
Help Your Team: Overcoming Common Collaborative Challenges in a PLC			X		
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning				X	
Elementary ELA Strategies to Keep your Students on Track!					X
Regina Stephens Owens					
The *Why* Effect: Intentional Systems Drive Inspirational Cultures	X				
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning		X			
Leveraging Technology to Strengthen Teams			X		
All for One: A Community of Singletons Wired by Relevance and Results				X	
Collective Efficacy at Work					X

Agenda is subject to change.

Session Descriptions

Tim Brown

You Can Learn: Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process
Educators in schools with a focus on learning promote a strong sense of self-efficacy in their students. Several recent studies show this is one of the greatest factors of student motivation and engagement. Participants examine the essential characteristics for building student self-efficacy and a growth mindset through data notebooks. Tim Brown shares products teams have developed to engage and empower students in self-reporting and reflection.

This session addresses these questions:
- What are the key components of a highly motivated and engaged classroom?
- What products do teams create to improve student learning and ensure self-efficacy in the PLC process?
- How can teachers effectively use these products to help students own their learning?

Raising Questions and Finding Answers in Our Grading Practices
Talking about grading practices is often a touchy subject, full of emotions, opinions, and personal beliefs. However, when schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine policies, practices, and guidelines to see if they support the principles of learning. Tim Brown shows how a staff can engage educators in a collaborative process committed to grading practices that are aligned with learning outcomes.

Participants discuss these essential questions:
- What do principles of learning, student motivation, and grading have in common?
- What are the reasons and rationale behind changes in grading practices?
- What grading practices and guidelines do successful teams and schools implement?

Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration
Daniel Goleman, author of *Emotional Intelligence: Why It Can Matter More Than IQ* (2005), argues that explicitly stated values are one of the most powerful steps teams can take toward becoming exemplary. Developing a common vision of instruction, assessment, and interventions at the classroom, team, and schoolwide levels are critical steps in the PLC process. Tim Brown shares strategies and provides helpful examples for developing collective commitments and common vision.

Outcomes from this session include:
- Understanding the importance of developing explicit commitments with members of a team
- Participating in strategies for developing collective commitments as a team
- Exploring processes and protocols that make values more than a one-time event

Are You Ready to Learn? Building a Commitment to Learning in Students

Lee G. Bolman and Terrence Deal write in their book, *Leading With Soul: An Uncommon Journey of Spirit* (2011), "Organizations without a rich symbolic life become empty and sterile. The magic of special occasions is vital in building significance into collective life." Learning-centered schools do not just *communicate* messages about the ability of every student to achieve. Instead, learning-centered schools define *specific actions* that everyone can take to turn those core beliefs into reality.

Tim Brown offers practical strategies to communicate, motivate, and celebrate learning for students and staff. Using these positive strategies, educators can communicate high expectations of team members and the students they support.

Luis F. Cruz

English Learners and PLCs

Luis F. Cruz shares how schools use PLC strategies to help English learner populations flourish. This session details PLC components administrative and teacher leaders use to close the achievement gap for students learning English as a second language. Dr. Cruz shows how task force leadership can reculture and restructure, while introducing best practices to increase learning outcomes for all students. Learn the seven steps an EL task force can initiate to ensure that students learning English as a second language are included in the "all means all" mantra that defines a school's fundamental purpose of learning for every student.

Participants in this session discover how:
- Teacher-led task forces increase academic performance for English learners.
- PLC practices highlight stark realities when English learners are not learning.
- Adults change their expectations and behaviors when listening to the needs of English learners, resulting in significant improvements in student achievement.

I Like What I'm Hearing! So How Do We Initiate Our PLC Journey?

Research from academia and accounts from educators worldwide confirm that PLCs, when implemented effectively, lead to high levels of learning for every student. However, questions remain. Who is responsible for initiating a PLC? How does a team establish the foundational pillars of a PLC? How does this process take shape? Is it normal to expect staff resistance to this process and is there a difference between rational and irrational forms of resistance? Luis F. Cruz explains in practical terms the *who*, *why*, and *how* associated with the PLC process.

Participants in this session learn:

- How to initiate a PLC process
- The role of a guiding coalition
- How to establish the foundation of a PLC

Remembering Rick DuFour: Embracing the "Tight and Loose" of the PLC Process
Throughout his professional life, Richard DuFour shared important insights aimed at guiding educators in their quest to continuously strengthen implementation of the PLC process. One of his most notable keynotes captured the essence of which aspects of the PLC process must be tight and which could be loose. Luis F. Cruz honors the life of Dr. Rick DuFour by reminding audiences of Rick's message and his purpose of ensuring learning for *all* students.

Outcomes from this session include:

- Understanding why adopting a collaborative culture is a "must do" in a successful PLC
- Learning why ensuring a guaranteed and viable curriculum is essential to the PLC process
- Exploring why allowing teachers the "defined autonomy" to teach in the manner they feel most effective is a loose aspect of the PLC process

Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn
The third critical question of a PLC, What do we do when students don't learn?, often stumps teachers and administrators. Luis F. Cruz showcases methods that schools across the country use to guarantee effective collaboration (taping the room) to ensure an effective collective response when students do not learn (painting the room). Participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:

- How teacher teams effectively collaborate and respond when students do not learn
- Ways to ensure a guaranteed and viable curriculum
- The critical role of common assessments

I Am Sold on PLCs: Practical Tools and Directions to Be Successful
As educators initiate an effective PLC process, they need practical tools to begin and enhance their journey. After leaving this institute, educators may discover that staff back at their site need to be convinced that the PLC process is the most practical path to take in the collective quest to accelerate learning for all students. Luis F. Cruz shares articles, templates, activities, and videos to provide administrative and teacher leaders the necessary tools to amplify improvement at their site.

Participants in this session learn:

- The difference between rational and irrational forms of adult resistance and how to address each
- The art *and* science of effective leadership and how to maneuver in both directions
- Practical actions to accelerate the PLC process

Heather Friziellie, Julie A. Schmidt, or Jeanne Spiller

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes

Warning: This work is not for the faint of heart! When teams commit to the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that "all really does mean all!" Once team members collectively make that commitment and understand how we got here, they must then define what improvement looks like and how to get there. This session challenges participants to examine their professional beliefs before delving into collaborative structures, the importance of scaffolding, what tailored instruction does and does not look like, and where local practices may or may not align to the belief that all kids can learn at high levels.

Outcomes from this session include:

- Understanding past realities regarding special education
- Learning strategies to build a school and district culture with a belief that all students can learn at high levels
- Examining collaborative structures to support high levels of learning for all
- Identifying instructional practices that lead to high levels of learning for all
- Reflecting on local current practices and policies that do and do not align with the belief that all students can learn at high levels

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 provide students with additional time and support for learning. After examining the key ingredients of systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies and structures to collaboratively:

- Examine core beliefs.
- Utilize resources (human, material, and temporal) to meet the needs of all learners, including developing a schedule to ensure that intervention is timely, systematic, and directive.
- Utilize data to drive intervention, with a focus on progress monitoring to drive actions.
- Examine the most common RTI mistakes.
- Review a tool for assessing the progress and opportunities for the district, school, or team in considering interventions.

Question One in an All-Means-All Culture

Participants first examine the what and why of establishing a guaranteed and viable curriculum. Then, they use a protocol any collaborative team could employ to deeply understand how standards drive the team conversation to plan for instruction and formative assessment to support all learners in reaching proficiency. Finally, participants use a data set and protocol to analyze and discuss formative assessment data to plan for instruction, intervention, and extension.

Outcomes from this session include:

- Exploring essential elements of a guaranteed and viable curriculum for all
- Becoming familiar with a protocol that facilitates deep learning around standards and targets
- Using the protocol for robust pre-instruction planning
- Using the protocol to analyze and discuss common formative assessment data to drive instruction and intervention

Differentiation for Teams: Taking It to the Next Level

Highly effective PLC practices are built on the foundation of high-functioning collaborative teams. These teams recognize that each team member brings different perspectives to the table. This session focuses on the dynamics of collaborative teams, understanding those dynamics, and various tools available to assess stages of development.

Objectives for this session include:

- Defining the characteristics of high-performing teams
- Engaging in an activity to help build understanding for team members
- Exploring tools to assess a team's efficacy

Protocols for Results: Turning Data Into Information

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:
- Briefly review research related to data-driven decision making.
- Explore 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.

Timothy D. Kanold

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

Within the culture of a PLC school, the relational expectations, give and take, and sometimes-chaotic noise of daily interactions can be overwhelming and exhausting. By understanding one's daily *heartprint* and *soul story* educators are better able to inspire, engage with, and influence students and colleagues season after season.

In this inspirational session, Timothy D. Kanold draws from the wisdom of his book *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018 IPPY Gold Medal winner) and his most recent follow up book *SOUL! Fulfilling the Promise of Your Professional Life* to provide research, insights, and tools from thought leaders inside and outside education. He declares that ours is a profession of "emotional labor" and examines routines that will help all educators avoid burnout and lead high-energy, joy-filled, and well-balanced professional lives each and every day.

Participants can expect to:
- Examine the H, E, and S elements of their HEART & SOUL: how to become fully engaged *and* minimize stress in their daily work life.
- Consider the root causes and the antidote to emotional exhaustion and burnout.
- Learn ways to reflect upon, pursue, and sustain a well-balanced, high-energy personal and professional life that can positively affect students and colleagues.

Heart & Soul: Thriving in a *Community* Culture: Vulnerability, Belonging, and Validation

At the epicenter of the PLC life is community. It is in community that educators find the very *Heart & Soul* of their work life. The single greatest driver of both achievement and well-being for educators is understanding how their efforts enhance the lives of their students and colleagues. The defining feature of a great teaching life is the ability to connect and contribute to something beyond the self.

In this engaging session, Timothy D. Kanold draws from his books *HEART!* & *SOUL!* to provide research and insights into the PLC life as a deeply meaningful life. He takes participants on an exploration of daily routines for personal well-being that promote a culture of unity, belonging, vulnerability, trust and

validation. He also indicates above all else, educators should not let their unique voice get lost in the collaborative shuffle.

Participants can expect to:
- Examine the differences between their first and second mountain professional life climb as part of their professional growth journey.
- Consider ways to improve their relational intelligence and impact on others as part of the PLC culture.
- Discover research specific strategies for how to thrive at work, through a culture of belonging, trust, vulnerability, and validation with their colleagues,

Brainstorming Session
The PLC Life of Central Office and School-Site Leadership!

School-site, guiding coalition, or central office leaders face the challenge of leading others into the PLC life. Yet, they also must overcome obstacles that prevent full, ongoing, and sustained implementation of the PLC life in their programs, schools, or districts.

In this interactive one-hour discussion session, Timothy D. Kanold reveals how school district leaders, administrators, program leaders, and instructional coaches can become dynamic decision makers that others want to follow. As participants identify primary barriers to the PLC life, Dr. Kanold facilitates dialogue to find meaningful solutions based on what is "loose" and "tight" in a PLC at Work culture.

Dr. Kanold indicates, "As we become professionals, we tie our workplace decision making to the *vision* for our work life actions and the results of our leadership wisdom, in order to promote coherence—and celebrate the difficult daily actions of others."

Participants learn how to:
- Help others eliminate district-wide barriers to PLC process implementation by connecting daily actions to measurable outcomes and vision.
- Commit to a complex, yet simple and clear leadership heuristic to avoid randomness, chaos, and incoherence when implementing the PLC culture.

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 and classroom discourse 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 six research-affirmed lesson-design criteria essential to student perseverance 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:
- Define the difference between relevant and meaningful mathematics.
- Consider the effective use of prior knowledge and academic vocabulary activities.
- Examine the balanced use of lower-level- and higher-level-cognitive-demand tasks during class.
- Consider the balanced use of in-class student discourse as part of formative assessment feedback when students get stuck during the lesson.

Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!
Timothy D. Kanold explores how mathematics assessment and grading can either inspire or destroy student learning. This session is based on *Mathematics Assessment and Intervention in a PLC at Work* and *Mathematics Homework and Grading in a PLC at Work* (2018). Both are from Solution Tree's *Every Student Can Learn Mathematics* series.

Dr. Kanold reveals eight research-affirmed criteria for creating high-quality unit assessments (quizzes and tests) and the accurate scoring of those assessments. Participants also reflect on and answer the formative question "Now what?" when an assessment is returned to students. The session ends with a brief discussion about research-affirmed criteria for high-quality mathematics homework routines and practices.

Participants in this session:
- Use high-quality mathematics assessment-design criteria for evaluating the quality of current math quizzes and tests.
- Consider using a protocol for the accurate scoring (grading) of all quizzes and tests.
- Develop formative strategies for student response, intervention, and ownership of learning during and at the end of a mathematics unit of study.
- Explore research and discussion tools to design highly effective mathematics homework routines and practices.

Attending to Your Professional Well-Being: Living Your Life Between the Zero's!
The PLC life is a path of continuous growth, experimentation, and defining moments. Educators blink, and they see pieces of their past in the rear-view mirror. They look ahead, and the date always arrives, ready or not. Their seasons of teaching and leading stack up, one upon another, and become the path they build as they walk it. There is an ebb and flow of stress and strain, adversity and hope, until there are no more seasons.

In this inspiring session, Timothy D. Kanold brings to life the priority need for participants to pay deep attention to their professional wellness in order to bring their best selves to their students and colleagues. During this session participants design a "1st Zero to 2nd Zero timeline of their current professional life, identify defining moments from the past, and discover how to create courageous, spontaneous and well-planned signature moments in the future, including new "firsts."

Participants can expect to:
- Create a professional timeline and identify defining events on that timeline.
- Discover how to recognize and model the elements of professional courage.
- Consider the four primary criteria that create spontaneous signature professional moments and how to use those criteria to plan for defining moments before it is too late.
- Learn about the 2-minute rule and a 5-step process for developing effective routines for increased joy and gratitude at work.

Mike Mattos

[KEYNOTE] In the Eye of the Storm: Staying Focused and Grasping Opportunity During Challenging Times

Without question, the COVID-19 pandemic has caused educators across the world to face unprecedented challenges. Yet, regardless of the safety-driven shifts to virtual learning and social distancing, our mission remains the same: To ensure every student acquires the academic skills, knowledge, and behaviors needed for future success.

Mike Mattos builds the case that teachers should not view current teaching conditions as something to endure until things get back to normal. Instead, they should see this as an opportunity to better prepare students for the demands of postsecondary education and the 21st-century global economy. Grasping this opportunity requires educators to learn new tools, and the PLC at Work process is the best way to support the adult learning needed for educators and students to thrive during these difficult times.

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.

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

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

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

Outcomes from this session include:

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

Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools

Identifying which students need help is not the biggest obstacle most secondary schools face in providing interventions; it is how to schedule the time needed to provide that help during the school day. This session provides real examples from a high-performing school showing how it creates time for supplemental and intensive interventions.

Participants learn specific steps to implement a flexible secondary intervention period, including how to:

- 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.

Guiding Principles for Principals: Tips and Tools for Leading the PLC Process

The principal has an essential role in creating a PLC. Without effective support and leadership, achieving this outcome is virtually impossible. Specifically targeted to site administrators, this session provides proven practices and examples of how to lead and support the work of collaborative teacher teams.

Participants are called on to:

- Learn how to create an effective site leadership team.
- Effectively address violations to a school's collective commitments.
- Monitor and support the work of collaborative teams.

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

How does your school respond when students don't learn? Compelling evidence shows that response to intervention successfully engages a school's staff in a collective process to provide every child with the additional time and support they need to learn at high levels. Yet, at many schools, this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices that are misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger, schoolwide framework required to successfully implement a highly effective, multitiered system of supports.

Outcomes from this session include:

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

Anthony Muhammad

[KEYNOTE] Moving Beyond "PLC Lite": Nurturing Full Commitment to the PLC Process

More than twenty years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. 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 20-plus years later? Without exception, schools that use this model to transform their practice have one thing in common: effective leadership. This session explores the keys
to effectively transitioning a school or district into a model PLC.

Outcomes from this session include:

- Understanding leadership challenges and lessons learned from more than 20 years of PLC practice
- Learning the difference between leadership behaviors that undermine and those that promote the purpose of a PLC
- Exploring practical strategies that improve participants' ability to lead others through the change process and build consensus

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

This session focuses on systemic implementation of the four critical questions of a PLC. Participants gain a powerful understanding of what it takes to move from theory to practical, systemic implementation. The strategies Anthony Muhammad presents can be immediately applied when participants return to their schools.

Participants in this session:

- Practice developing essential standards and student outcomes.
- Learn the process for creating useful and valid common assessments.
- Discover how to methodically create an effective academic intervention system that meets each student's needs.

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

This session explores the connection among personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for years and commonly holds that the primary culprit in the fight to overcome the achievement gap is our individual and collective thinking.

As a result of this session, participants understand:

- 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 mindset)

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

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

Learning targets include:

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

Collaboration Is a Lifestyle, Not a Meeting!

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

Participants in this session:

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

Beyond Conversations: Race, Equity, and Social Justice Through the PLC Process

The word equity has been used frequently within the field of education and in our society at-large. What does it mean? What does it require? How do we get there? Anthony Muhammad explores the history of the school equity movement, what we have learned, and why the PLC at Work process is well positioned to deliver on the promise of educational justice for all students. This session forces

participants to reflect on their moral, personal, and professional ideologies and challenge assumptions and ideas that have perpetuated school inequality.

Participants will:
- Gain a clear understanding of the concept of equity in schools.
- Understand how the PLC practices promote and deliver on the promise of equity.
- Adopt an abundance of tools that will equip any sincere group of educators to immediately start their equity journey.

Maria Nielsen

The 15-Day Challenge: Win Quick, Win Often!
This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools across the country 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.

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.

Common Assessments: The Key to Uncommon Results for Student and Teacher Learning
The secret is out: Common formative assessments are the key to improving student learning! Formative assessments are powerful when teams of teachers create assessments in common then share and discuss the results. This collaborative process leads to a dramatic increase in student learning and improved teaching practices. Maria Nielsen provides proven tools to effectively use common

assessments across grade levels and departments and illustrates practical strategies for implementing and using assessments to substantially improve student and adult learning.

Participants in this session:
- Examine the benefits of using common assessment as a grade level or department.
- Understand the balance between formative and summative assessments.
- Gain formative assessment tools to increase student and adult learning.
- Discover quick and easy ways to look at data and drill down to individual students.

Help Your Team: Overcoming Common Collaborative Challenges in a PLC
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 briefly 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 levels of education.

Participants in this session:
- Identify common challenges that limit a team's efficacy.
- Collaboratively resolve specific challenges and share strategies to help teams progress.
- Practice specific coaching strategies designed to assist teams in their critical work.

Elementary ELA Strategies to Keep your Students on Track!
During this session, Maria Nielsen takes you 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 around the 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 utilizing a district-prescribed curriculum.

In this session, participants:
- Gather tools and graphic organizers to connect reading and writing together.
- 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.

Webinar

Parents as Partners!

In this engaging parent session, Maria Nielsen shares how parents can be vital members of a school's learning community. She discusses how a child's school works as a professional learning community, how that differs from a traditional school, and what that means for your child. Participants learn how teachers work in collaborative teams to ensure high levels of learning for *all* students through a guaranteed and viable curriculum.

Parenting is always a balancing act. Acquire strategies for how to support your child's learning without doing the work. Determine the warning signs that your child is experiencing academic or social and emotional challenges and how you and the school can work collaboratively to overcome them.

In this session, participants:
- Celebrate the culture of your school that emphasizes high levels of learning for all students.
- Understand the importance of focusing on essential learning and how we monitor each student acquiring this knowledge and skills.
- Examine the role assessment plays in your child's education and how data is used to provide additional time and support for intervention or extension of essential standards.

Regina Stephens Owens

[KEYNOTE] Declaration of Interdependence: Designing Culture and Developing Community for Learning

Becoming a PLC requires that we take on the characteristics of learning, collaborating, and getting results through collective inquiry, action research, and a commitment to continuous improvement.

In an era of accountability, the collective responsibility for continuous improvement has given way to teams and departments in silos and school improvement primarily focused on test scores. Regina Stephens Owens discusses the essentials required to develop the culture and collective responsibility to ensure that all learn at high levels.

Participants in this session:
- Explore methods of designing and developing culture based on the mission, vision, and values of a professional learning community.
- Examine ways to ensure transformation, from first order to second order, leveraging the six characteristics of a learning community.
- Learn how to develop a learning infrastructure and measure behaviors to ensure sustained transformation and produce collective efficacy.

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 develop a rich culture of collaboration through dialogue and data protocols and to move from a deficit mindset to a growth mindset. Participants in this session discover ways to create a culture of collaboration, use various types of data protocols, and increase team capacity and student learning.

Outcomes from this session include:
- Examining ways to focus on results through the lens of data
- Obtaining tools, tips, and templates proven to impact team and student learning
- Learning strategies to move from data to demonstration of learning

The *Why* Effect: Intentional Systems Drive Inspirational Cultures

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

Outcomes from this session include:
- Understanding how to promote high standards of achievement for all
- Discovering how to create a collective, rather than individual, leadership focus
- Designing and developing cultures that are respectful, responsive, and reflective

Collective Efficacy at Work

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 in this session explore how to:
- Build a community of compassion where all stakeholders work interdependently to ensure students are ready for college, career, and life.
- Develop experiences where staff and students learn and grow, resulting in the alignment and achievement of individual and organizational goals.
- Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

Leveraging Technology to Strengthen Teams

Effective teams are essential to the professional learning community process and continuous improvement. Participants in this session learn strategies to leverage technology in support of teamwork and ensure growth through collective inquiry and action research.

Outcomes from this session include:

- Understanding ways to use technology as a motivator to advance the work of teams
- Discovering ways to leverage web resources to address the four essential questions of a PLC
- Considering the proven advantages of using technology to build collective capacity and ensure continuous improvement

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

Singleton teachers are accustomed to seeking solutions and understanding unique opportunities. Operating efficiently and effectively as contributing members of a professional learning community can be challenging. Team members must collaborate around common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC process. Regina Stephens Owens discusses collaboration around best practices and how to design action plans that support the work of schools and singleton teachers in a PLC.

Outcomes from this session include:

- Discovering ways to overcome specific challenges that face singleton teachers in small schools by connecting all stakeholders to learning goals
- Exploring solutions that leverage success for educators and learners by gaining a deeper understanding of interdependence
- Creating a plan of action that supports high levels of learning by ensuring singleton teachers function effectively in the PLC process