

# Portable Event Package

## Course Overview

Solution Tree recommends viewing keynotes in the order presented here. Select from breakout sessions on the following page.

### Block 1

**Keynote**—Regina Stephens Owens

*A Declaration of Interdependence: Designing Culture and Developing Community for Learning*

**Breakout Session**

**Breakout Session**

**Panel Discussion**—*In this recorded session, presenters field questions during a PLC at Work Institute.*

### Block 2

**Keynote**—Mike Mattos

*In the Eye of the Storm: Staying Focused and Grasping Opportunity During Challenging Times*

**Breakout Session**

**Breakout Session**

1

### Block 3

**Keynote**—Anthony Muhammad

*Moving Beyond “PLC Lite”: Nurturing Full Commitment to the PLC at Work Process*

**Breakout Session**

**Breakout Session**

# Breakout Sessions List

Attendees choose among the following breakout sessions to watch during designated breakout session periods. See descriptions starting on page 7.

**Tim Brown**—Raising Questions and Finding Answers in Our Grading Practices

**Tim Brown**—You Can Learn: Building Student Ownership, Motivation, and Efficacy With the PLC at Work Process

**Luis F. Cruz**—I Am Sold on PLCs: Practical Tools and Directions to Be Successful

**Luis F. Cruz**—I Like What I'm Hearing! So How Do We Initiate Our PLC Journey?

**Heather Friziellie**—Yes We Can! Collaboration for *All* Learners

**Timothy D. Kanold**—Attending to Your Professional Well Being: Living Your PLC Life Between the Zero's !

**Timothy D. Kanold**—Heart & Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!

**Mike Mattos**—Are We a Group or a Team?

**Mike Mattos**—Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools

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

**Anthony Muhammad**—Beyond Conversations: Race, Equity, and Social Justice Through the PLC at Work Process

**Anthony Muhammad**—Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey

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

**Maria Nielsen**—The 15-Day Challenge: Win Quick, Win Often!

**Maria Nielsen**—Common Assessments: The Key to Uncommon Results for Student and Teacher Learning

**Regina Stephens Owens**—All for One: A Community of Singletons Wired by Relevance and Results

**Regina Stephens Owens**—Technology and Teams: Leveraging Technology for Learning

**Julie A. Schmidt**—Protocols for Results: Turning Data Into Information

**Julie A. Schmidt**—Question One in an All-Means-All Culture

**Jeanne Spiller**—Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools



## BUILD **CONFIDENCE, KNOWLEDGE, AND SKILLS**

Solution Tree events deliver a wealth of ideas, strategies, and practices proven to work in real classrooms, schools, and districts. Join us to build your professional capacity and find new solutions for:

- ▶ **Assessment**
- ▶ **PLC at Work®**
- ▶ **RTI at Work™**
- ▶ **Instruction**
- ▶ **Mathematics**
- ▶ **Leadership**
- ▶ **School Culture**
- ▶ **And more**

## DIFFERENT FORMATS, **DIFFERENT LEARNING**



### **Summits**

Summits offer a broad view of how to achieve your goals. Educational experts share the latest research, as well as processes for enhancing and sustaining the work.



### **Institutes**

Institutes focus on crucial challenges in education. Participants first build foundational knowledge and then extend and deepen their understanding throughout the event.



### **Workshops**

Workshops offer hands-on training in a small-group setting. Educators are encouraged to attend as teams and come ready to work collaboratively.



**BROWSE OUR EVENTS**  
[SolutionTree.com/Events](http://SolutionTree.com/Events)



**Solution Tree**



## delivered virtually to you



Our most trusted, education **expert-led professional learning** to help your school thrive

Take part in a travel-free RTI at Work™ Institute and learn directly from education experts who have successfully led schools through the RTI process.

### With our Portable Event Package you will:

- **BRING** an RTI at Work Institute directly to your personal device
- **GAIN** 30-day unlimited access to three keynote sessions and five breakout sessions of your choosing
- **RECEIVE** event materials, including a program guide, copy of *Taking Action*, and event T-shirt
- **PARTICIPATE** in virtual team time guided by an RTI at Work expert who will help clarify any questions and guide you on possible next steps
- **QUALIFY** for a bookstore discount during your 30-day virtual event access

---

Learn together by streaming a **custom RTI at Work event** to your entire school community.

Give your entire team a professional learning experience designed to assist you with your unique teacher training and staff development needs and challenges.

**Wired EVENTS** A circular icon containing a white USB drive symbol, positioned to the right of the "Wired EVENTS" text.



**Get Your Free Travel-Free PD Consultation**  
[TravelFreePD.com/FindMyFocus](http://TravelFreePD.com/FindMyFocus)



Solution Tree

# Keynote Session Descriptions

## Regina Stephens Owens

### A 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, collective responsibility for continuous improvement has given way to teams and departments in silos, with 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 designing and developing a culture based on the mission, vision, and values of a PLC.
- Examine ways to ensure transformation, from first order to second order, leveraging the six characteristics of a PLC.
- Learn how to develop a learning infrastructure and measure behaviors to ensure sustained transformation and produce collective efficacy.

## Mike Mattos

### 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. 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.

5

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. 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.

# Keynote Session Descriptions

## Anthony Muhammad

### Moving Beyond “PLC Lite”: Nurturing Full Commitment to the PLC at Work Process

More than 20 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 today? 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 at Work 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

# Breakout Session Descriptions

## Tim Brown

### Raising Questions and Finding Answers in Our Grading Practices

Talking about grading practices is often touchy, full of emotions, opinions, and personal beliefs. However, when schools 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 learning principles. Tim Brown shows how staff can engage educators in a collaborative process committed to grading practices 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?

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

Educators promote a strong sense of student efficacy within schools that focus on learning. Several studies show self-efficacy is one of the greatest factors of student motivation and engagement. In this session, participants examine ways to build a growth mindset through data notebooks. Tim Brown shares products teams have developed to engage and empower students in self-reporting and reflection.

Tim answers these questions:

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

7

## Luis F. Cruz

### I Am Sold on PLCs: Practical Tools and Directions to Be Successful

As educators initiate the PLC process, they need practical tools to begin and enhance the journey. However, educators might discover that their staff needs convincing. How and why is the PLC process the best way to accelerate learning for all students?

Luis F. Cruz shares articles, templates, activities, and videos to provide administrative and teacher leaders the tools to amplify improvement at their sites.

Participants 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

# Breakout Session Descriptions

## Luis F. Cruz

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

Academic research 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 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

## Heather Frizziellie

### Yes We Can: Collaboration for All Learners!

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!”

This session provides participants with strategies and protocols to examine mindsets and collaborative processes to ensure higher learning levels for all students. It is designed for general and special educators.

To develop a culture of learning for all, participants will:

- Learn past and current realities regarding special education.
- Discover strategies to build and reinforce school and district cultures.
- Reflect on practices and policies that do and do not align with the culture.
- Examine what it looks like when general and special educators purposefully collaborate on teaching and learning for *all*.
- Apply instructional decision making that leads to high levels of learning.

# Breakout Session Descriptions

## Timothy D. Kanold

### 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 rearview 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.

Timothy D. Kanold highlights the priority for participants to pay deep attention to their professional wellness to bring their best selves to their students and colleagues. During this session, participants design a “first zero” (starting point) to “second zero” (ending point) timeline of their current professional lives. They identify defining moments from the past, and they discover how to create courageous signature moments in the future, including new “firsts.”

Participants can expect to:

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

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

Within any PLC culture, teachers can feel overwhelmed by the relational expectations and chaotic noise that sometimes occur. Ours is a profession of “emotional labor,” and it is easy to experience compassion fatigue from the daily actions of our work life. 9

Timothy D. Kanold notes, “I have been exhausted. Off and on, I have lost contact with the joy of my work life. So it is for you. Sooner or later, the world of your professional life stretches you beyond your limits. But there are ways to regain your joy and cope with the stresses you face.”

By understanding their *heartprint* and *soul story*, attendees learn routines to overcome stress and maintain professional lives full of energy, joy, and balance. 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 this session.

Participants can expect to:

- Examine the H (happiness) and E (engagement) elements from *HEART!* and the S (searching) element from *SOUL!*
- Consider root causes and antidotes to emotional exhaustion and burnout.
- Learn to reflect upon and pursue a sustaining professional life that inspires students and colleagues each and every day.

# Breakout Session Descriptions

## Mike Mattos

### Are We a Group or a Team?

Collaborative teacher teams are the engine that drives a professional learning community. When these teams are highly engaged in the right work, student learning accelerates. When they are not, learning sputters and stalls. Because teachers traditionally must 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 does not make a team, but instead, simply 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 navigate team disagreements successfully.
- Leave with specific action steps to improve your teacher team.

### 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.

### 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 misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger, schoolwide framework required to 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 respond when students don’t learn effectively
- Prioritizing resources to address academic and behavior interventions
- Beginning the process of creating a pyramid of interventions

# Breakout Session Descriptions

## Anthony Muhammad

### Beyond Conversations: Race, Equity, and Social Justice Through the PLC at Work 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 PLC practices promote and deliver on the promise of equity.
- Adopt tools that equip educators to start their equity journey immediately.

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

Anthony Muhammad addresses two vital stages in creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and reluctance to change. He leads an exploration of theories linking school culture and student learning, and participants leave with practical strategies to transform 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

11

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

Anthony Muhammad explores connections among personal and institutional mindsets and academic achievement gaps. Inequality in student learning outcomes has been studied and debated for years. Dr. Muhammad asserts that our individual and collective thinking is the primary culprit in overcoming the achievement gap.

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)

# Breakout Session Descriptions

## Maria Nielsen

### The 15-Day Challenge: Win Quick, Win Often!

This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools nationwide are using this simple learning-assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:

- Clarify the work of collaborative teams.
- Establish steps for a guaranteed and viable curriculum.
- Explore the learning-assessing cycle in a unit of study.

### 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 to improved teaching practices. Maria Nielsen provides proven tools to use common assessments across grade levels effectively and departments and illustrates practical strategies for implementing and using assessments to improve student and adult learning substantially.

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.

12

## Regina Stephens Owens

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

Singleton teachers are accustomed to seeking solutions and understanding opportunities as they arise. Operating efficiently and effectively within a PLC can be challenging. Team members must collaborate on common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC at Work process.

Regina Stephens Owens shows how to use best practices in collaboration, and participants learn how to design action plans supporting the work of schools and singleton teachers in a PLC.

Outcomes include learning:

- Ways to overcome challenges that singleton teachers face in small schools by connecting stakeholders to learning goals
- Solutions that leverage success for educators and learners by understanding interdependence more deeply
- Support high levels of learning by ensuring singleton teachers function effectively in the PLC process

# Breakout Session Descriptions

## Regina Stephens Owens

### Technology and Teams: Leveraging Technology for Learning

Effective teams are essential to the PLC at Work process and continuous improvement. Regina Stephens Owens shares strategies to leverage technology to support teamwork and ensure growth through collective inquiry and action research.

Participants learn how to:

- Use technology as a motivator to advance the work of teams.
- Leverage web resources to address the four essential questions of a PLC.
- Use technology to build collective capacity and ensure continuous improvement.

## Julie A. Schmidt

### 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 processes to meet district needs.

Attendees can expect to:

- 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.

13

### Question One in an All-Means-All Culture

Participants in this session examine the *what* and *why* of establishing a guaranteed and viable curriculum. Then, they test collaborative team protocols to see how standards drive instruction and formative assessment planning to help all students become proficient. Finally, participants use a data set and protocol to analyze data to plan instruction, intervention, and extension.

Outcomes include:

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