## Agenda

### Atlanta, GA • June 28–30

### Wednesday, June 28

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<th>Times TBD</th>
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**Keynote**—Tim Brown  
*The Professional Learning Community Journey: Creating a School of High Expectations*

Break

**Breakouts**

Lunch

**Breakouts**

Break

**Panel Discussion**  
*A Q&A time with presenters. Receive practical answers to your most pressing questions.*

### Thursday, June 29

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**Keynote**—Mike Mattos  
*When All Means All*

Break

**Breakouts**

Lunch

**Breakouts**

Break

**Team Time**  
*A collaboration time for your team. Presenters are available for help in team discussions.*

### Friday, June 30

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**Breakouts**

Break

**Keynote**—Anthony Muhammad  
*The Will to Lead: Working Together to Create a PLC Culture*

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*Agenda is subject to change.*
## Breakouts at a Glance

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Session Descriptions

Tim Brown

[KEYNOTE] The Professional Learning Community Journey: Creating a School of High Expectations

This session is a call to action to energize individual and collective efforts to create schools of high expectations through the PLC process. In 1997, University of Tennessee researchers S. Paul Wright, Sandra P. Horn, and William L. Sanders reported, “As a result of analyzing the achievement scores of more than 100,000 students across hundreds of schools, the conclusion is that the most important factor affecting student learning is the teacher.” More recent studies by Dr. John Hattie have concluded that not only are teachers the key contributors to student learning, but their impact is most profound when they work together to evaluate their effect on student learning. Unsurpassed collaboration must become a priority within a school.

Tim Brown discusses the three big ideas of the PLC at Work process, their connection to beliefs and practices, and what it means to commit to focus on learning, work collaboratively, and hold ourselves accountable to the mission, vision, values, and goals of our schools.

Setting the Stage and Communicating High Expectations

Lee G. Bolman and Terrence Deal write in their book Leading with Soul: An Uncommon Journey of Spirit, “Organizations without a rich symbolic life become empty and sterile. The magic of special occasions is vital to building significance into collective life.” Tim Brown offers practical strategies to motivate students and staff to communicate and celebrate a culture of learning while also committing to high expectations for learning.

Participants in this session discuss these essential questions:

- How do principals and teachers communicate high expectations to students?
- How can teachers establish a classroom culture centered on learning rather than compliance?
- Why are celebrations important, and how do they become part of our symbolic life?

Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset

Educators in a school with a focus on learning promote a strong sense of self-efficacy in their students. Several recent studies show this may be one of the greatest factors for student motivation and engagement. In this session, participants examine the essential characteristics for building student self-efficacy and a growth mindset through data notebooks. Tim Brown shares products that teams have developed to engage and empower students in self-reporting and reflection.
This session addresses the following 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 use these products effectively to help students own their learning?

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

Talking about grading practices is 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 aligned with learning.

Participants discuss and share beliefs and practices on these essential questions:

- What do principles of learning, student motivation, and grading have in common?
- What is the reasoning and rationale behind changes in grading practices?
- What grading practices and guidelines have successful teams and schools implemented?

**Luis F. Cruz**

**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, increase high levels of learning for all students. However, questions indeed 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? Luis F. Cruz explains in practical terms the who 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 foundational pillars of a PLC

**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 taskforce leadership can reculture and restructure, while introducing best practices to increase learning outcomes for all students.
As a result of this session, participants discover how:

- Teacher-led taskforces increase academic performance for English learners.
- PLC practices can 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.

**Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Do Not 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
- Effective leadership is an art and a science and how to maneuver each
- Practical actions to accelerate the PLC process

**Aaron Hansen**

**Empowering Students to Own Their Learning in a PLC: Students as Partners in Reaching Rigor Levels on Next-Generation Assessments**

Students all too often sit in passive compliance, doing assignments without really learning what is intended. To reach levels of rigor demanded by next-generation assessments, students have to become owners of their learning.
Aaron Hansen challenges participants to rethink their teaching stances and become more learner-centered by embedding PLC concepts into their daily practices. He offers strategies to use in schools and classrooms to empower students and teachers.

Objectives of this session include:

- Becoming re-inspired
- Learning the difference between delivery-centered and learner-centered practices and how to use these concepts to empower students
- Taking away self-generated strategies to help students reach their true potential

**How to Develop PLCs for Singletons and Small Schools**

PLC concepts resonate with most educators, but making collaborative learning work in small schools or for singleton teachers can be challenging. To overcome this challenge, participants in this session explore five models for creating meaningful professional learning teams: 1) changing schedules to allow teachers to teach the same subjects, 2) vertical teaming, 3) cross-curricular teaming, 4) supporting roles, and 5) using electronic tools to pair teachers with peers in the same subject area.

Participants discuss common structural barriers that prevent singletons from joining collaborative teams and develop an action plan to incorporate singletons into the PLC process.

**Commitment, Persistence, and Re-Inspiration**

Author and educator Mike Schmoker calls it the press—the daily avalanche of reports, lesson plans, grading, parent inquiries, emails, and meetings that add to the enormous pressure teachers and leaders face. It is no wonder that educators often feel frustrated and are distracted from what is important. Aaron Hansen motivates participants through structured activities and stories that reiterate what is crucial: all students learning at high levels. Participants are re-inspired as they develop ways to keep staff members committed, persistent, and motivated.

Participants can expect to:

- Learn how to connect each staff member’s personal purpose to the organization’s vision.
- Help staff members establish and sustain commitment and persistence to achieve high levels of learning for all students.
- Become re-inspired to make a difference at their sites and in their districts.

**Chris Jakicic**

**Too Much to Teach, Too Much to Learn**

What should students know and be able to do? This question is the foundation of PLC work and guides teams on what to assess and respond to. Participants learn why identifying essential standards is necessary to having a guaranteed and viable curriculum and increasing student achievement. Participants
explore strategies teams use to select essential standards and ways to use these standards in their collaborative intervention work.

Learning outcomes include:

- Understanding how identifying essential standards leads to a guaranteed and viable curriculum and increased student achievement
- Investigating ways for teams to undertake this important work
- Discussing how high-performing teams use essential standards to assure that all students achieve at high levels

**Simplifying Assessment Design**
Common formative assessments written, administered, and used by collaborative teams can have a significant impact on student achievement. This session focuses on helping participants avoid making common mistakes in assessment design that often lead to misusing data to respond to students. Participants learn how to develop standards into learning targets and how to write an assessment plan to gain reliable data.

Participants in this session:

- Understand how developing standards into learning targets improves the quality of formative assessments.
- Learn how to choose the right type of assessment to match the rigor of the learning targets.
- Discover ways to create an assessment plan that leads to a more valid and reliable assessment.

**Writing Quality Questions for Common Formative Assessments**
If educators base teaching decisions on assessment results, how do they know their assessment items provide accurate information? During this session, participants explore ways to write items that translate into better information about student learning. In particular, they gain strategies for assessing more rigorous learning targets.

Participants can expect to:

- Become familiar with writing better constructed-response and multiple-choice questions to provide teachers with more accurate information about what students need next.
- Explore ways to choose or develop stimulus information to increase the rigor of an assessment item.
- Learn how to develop quality rubrics that score questions in a way that provides information to the teacher, collaborative team, and students.

**Timothy D. Kanold**

**HEARTPRINT: Living a Fully Engaged, High Energy, and Well-Balanced Professional Life!**
Dr. Timothy Kanold draws from his new book *HEART! Fully Forming Your Professional Life as a Teacher and Leader* to provide research, insights, and tools from thought leaders inside and outside
education. He examines ways for educators to lead an energetic, happy, and well-balanced professional life.

The relational expectations, give and take, and daily chaos of a PLC school culture can sometimes be overwhelming. By understanding the impact of their effect on others, participants can become more inspiring, more fully engaged in their work, and have a magnified impact on students and colleagues—season after season.

Participants can expect to:

- Examine elements of their HEARTs: Their relational happiness and the reasons for limited engagement at their sites.
- Discover ways to improve their relational intelligence and impact (heartprints) on others.
- Learn ways to pursue and sustain a well-balanced, high-energy personal and professional life and the positive effects this can have on others.

**Central Office and School-Site PLC Leaders and Coaches: Becoming Great at Sustaining Change!**

Do you have a heart for central office or school site leadership? Those who choose leadership roles are expected to effect meaningful change, inspire others, and nurture a collaborative PLC culture. Timothy D. Kanold asks, “Why would someone follow you or listen to your professional voice of authority? Why are you leading?”

Leadership must focus on the right thoughts and actions. Drawing from his latest book *HEART! Fully Forming Your Professional Life as a Teacher and Leader*, Dr. Kanold reveals the practical work of school leadership. He begins with the power of vision (pulling change forward) and ends with the power of results (looking back) in developing a PLC culture.

Participants learn how to:

- Create and use the power of vision as their voices of authority to make decisions and bring about positive change.
- Use the power of results from formative feedback for energy, focus, and change.
- Use leadership thoughts and wisdom toward the right purposes to effect change and passion.

**Your K–12 PLC Mathematics Focus: Great Instruction!**

Based on the Solution Tree series *Beyond the Common Core*, series editor Timothy D. Kanold explores how collaborative teams can achieve a level of improved student achievement through higher-level-cognitive-demand tasks and formative assessment.

These discussion tools and actions include creative ways to increase scores, analyze student work on math tasks, help students persevere via productive struggle, and move beyond normal checks for understanding. Dr. Kanold shares techniques for effectively analyzing student work with colleagues and
ideas that motivate students and result in their sustained effort every day. He uses three high-leverage PLC teacher team actions and protocols to illustrate these techniques.

Participants use the PLC mathematics lesson design model to:
- Examine criteria for effective mathematics instruction.
- Examine criteria and effective discussion tools that support students on higher-level-cognitive-demand tasks during class.
- Use discussion tools to develop effective in-class, formative assessment processes when students get stuck.
- Analyze student work and accurate scoring of that work.

**Your K–12 PLC Mathematics Focus: Homework, Grading, and Great Assessment!**

Based on the Solution Tree series *Beyond the Common Core*, this session explores how individuals and collaborative teams can achieve high-level mathematics results well beyond state standards. Participants examine three high-leverage team actions of a collaborative PLC team related to homework, creating quality unit tests, and scoring exams to improve student motivation and achievement in each unit of study.

Participants in this session also:
- Examine how high-quality unit-assessment-design protocols and discussion tools can be used in collaborative teams.
- Explore research and discussion tools to design highly effective mathematics homework protocols and practices.
- Discover discussion tools to analyze student assessment and grade student work with fidelity as part of a formative assessment process at the end of each unit of study.

**Mike Mattos**

**[KEYNOTE] When All Means All**

A PLC’s mission of ensuring that all students learn at high levels is not intended to be a wishful outcome for *most* students but a staff’s collective promise to *every* child. In this keynote, Mike Mattos discusses the essential elements of the PLC at Work process which a school or district must commit to when embracing a mission to ensure high levels of learning for *all* students.

This session calls on participants to:
- Translate a mission of learning into specific actions educators must take.
- Understand how these actions are not singular steps, but a continuous, ongoing process of school improvement.
- Commit to the idea that every student can be academically successful.
Building the Collaborative Culture of a Professional Learning Community at Work (Parts 1 & 2)

Powerful collaborative teams are the fundamental building blocks of a PLC and a critical component in building a collaborative culture.

Participants learn how educators transform their congenial groups into high-performing collaborative teams and explore the specific work those teams undertake. They discover ways to provide time and support for collaborative teams during the school day. Most importantly, they identify structures and strategies to help teams stay focused on doing the work that results in student achievement.

This two-part continuing session is designed for educators at all levels and is highly recommended for participants who are new to PLC concepts.

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

The rubber hits the road in the PLC process with the question, How do we respond when students don’t learn? A learning-focused school can’t achieve this mission without a systematic process to ensure struggling students have the additional time and support needed to succeed. What does an effective secondary school intervention process look like? This session provides participants with practical, proven secondary intervention ideas.

This session calls on participants to:
- Learn how to systematically identify students who need extra help.
- Create time in the master schedule for supplemental and intensive interventions.
- Best utilize staff and resources to target interventions and extension.

Simplifying Response to Intervention: How to Systematically Respond When Students Don’t Learn

How does your school respond when students don’t learn? Compelling evidence shows that response to intervention can successfully engage a school staff in a collective process to provide every child with the additional time and support needed 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 provides clarity and practical ideas for creating a multi-tiered system of support.

This session calls on participants to:
- Understand the characteristics of the three tiers of the RTI process.
- Connect the work of teacher teams in the PLC process to effective supplemental interventions.
- Clearly define the roles of classroom teachers, administration, and support staff in the RTI process.
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.

This session calls on participants 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.

Anthony Muhammad
[KEYNOTE] The Will to Lead: Working Together to Create a PLC Culture
This keynote explores the connection between school culture and successful PLC implementation. PLC strategies do not implement themselves. The collective belief systems, values, and behaviors of educators have a major impact on the success or failure of a PLC journey. Effective leadership is the catalyst to developing high-performing PLCs, and this session explores strategies that inspire, enlighten, and push people to do great things for students and, contrarily, exposes ill-conceived strategies and behaviors that inhibit momentum and productivity.

Participants gain insight into:
- What current research teaches us about human motivation
- Which leadership behaviors undermine the purpose of a PLC
- Practical strategies to improve their ability to lead others to higher levels of performance

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 Dr. 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 of creating useful and valid common assessments.
- Discover how to methodically create an effective academic intervention system that meets students’ individual 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 own 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 can a culture of collaboration be created? How can an environment where people embrace collective responsibility be implemented? This session addresses the collaborative characteristics of a high-performing PLC. Participants learn how teachers, support staff, school administrators, and central office work together to improve school performance. Dr. Muhammad also discusses the issues of staff resistance to change and the leader’s role in building consensus.

As a result of this session, participants can:

- 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.

**Getting Started: Building Consensus and Responding to Resisters**

The most significant barriers to building a school culture focused on continuous improvement are the traditions of privatizing practice, of isolation, and of individual autonomy that have characterized teaching. How can a faculty build consensus for significant change? What are the most effective ways of addressing the concerns of those who resist even when the staff has decided to move forward?
As a result of this session, participants can:

- Define consensus.
- Apply the most effective strategies for building consensus.
- Utilize seven research-based strategies for addressing resistance.

**Maria Nielsen**

**Digging Into the Data Without Getting Bogged Down**

How does a collaborative team employ essential learning outcomes to create common assessments and use the data to plan next steps for students? Participants in this session experience the process of analyzing and responding to common formative assessments for interventions and extensions.

Learning outcomes include:

- Examining the process of creating and using common assessments
- Efficiently analyzing data as a team
- Mapping an assessment plan and using data to plan next steps

**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 the 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 Student Learning**

Maria Nielsen helps teachers move past “sit and get” in the classroom to a place where all students actively participate in learning. Participants learn engagement strategies to assess student understanding throughout a lesson or unit of study.

During this interactive session, attendees 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.
Clara Sale-Davis

Training the Troops
Teachers can facilitate student learning in every subject area through the use of certain generally accepted practices, but the real magic occurs when a system is in place to link direct instruction, cooperative learning, and individual student projects. Further, disaggregating and discussing school data is an effective tool for teachers and administrators. Clara Sale-Davis describes how these components work in concert to result in increased and sustained student achievement.

Participants in this session:
- Learn organizational structures of interdisciplinary teams and cadres that work collaboratively toward student success and professional development.
- Explore best practices to become dynamic learning teams.
- Experience the value of interdisciplinary teaching and collaborative planning to ensure students learn at high levels.

From Hysterical to Historical: Creating a Safe, Orderly, and Fun Environment
Homework takes on a new meaning when students are unsure about the homes they’ll return to after school. Clara Sale-Davis leads a lively discussion about strategies to even the playing field among students while creating a safe and respectful environment where all students can, and do, learn.

This session calls on participants to:
- Examine ways to create a dynamic, schoolwide disciplinary plan that involves community leaders working as a PLC.
- Discover ways to celebrate student success using techniques that are developmentally responsive to all ages.
- Start a journey toward creating new school traditions by implementing rituals that result in student success.

Closing the Achievement Gap
Clara Sale-Davis illustrates the journey of a school that was transformed from low-performing to exemplary. Freeport Intermediate School in Texas is one of four schools in the country named a “School to Watch” by the National Forum to Accelerate Middle-Grades Reform. It was also chosen by the National Association of Secondary School Principals to be featured in Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. But it wasn’t always that way.

Clara describes how the implementation of an instructional process resulted in high performance with no significant difference among student groups. Participants in this session experience how a PLC can make learning relevant and enjoyable through interdisciplinary teaming, block scheduling, and the school-within-a-school concept.
Julie A. Schmidt

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 1)
In Part 1 of this two-part session, Julie Schmidt looks at the role of special education in a professional learning community, including participation in collaborative teams and work related to next-generation and Common Core standards. She covers instructional shifts, scaffolding, the importance of text complexity, and scaling.

Part 1 participants:
- Discuss the long-term implications for writing IEP goals.
- Consider the role of special educators in collaborative teams and the structures that facilitate participation.
- Identify what it means to be data driven after special education eligibility has been determined.
- Gain clarity on decision-making guidelines for individual students and their exposure to grade-level targets.

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 2)
In the second part of this session, Julie delves into the historic opportunity to improve access to rigorous academic content standards for special education students and what makes that feasible. She continues her exploration of instructional shifts, scaffolding, the importance of text complexity, and scaling, while participants continue their discussion of long-term implications for writing IEP goals.

Part 2 participants:
- Examine required instructional shifts in advancing special education programs.
- Identify the role of scaffolding, the importance of text complexity, and the value of scaling for special education students.
- Consider IEP goals aligned to next-generation targets, including those required by Common Core standards.

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.

Participants examine strategies to collaboratively:
- Identify specific student learning needs.
- Respond to each student's learning needs in a timely, directive, and systematic way.
- Utilize resources (human, material, time) in different ways.
- Make celebrations part of the school culture.
After examining various models 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.

**Taking Your Collaborative Team 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 of 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

**Capacity and Change**
Participants in this session dig into the important work of a guiding coalition on the PLC journey and explore the teacher leader’s role. Understanding the change process and knowing what to expect is paramount to the success of any school-improvement plan, and it is especially critical as an organization develops into a deeply embedded professional learning community.

Participants in this session:
- Consider leadership through the lens of their current roles.
- Examine what it takes to develop a guiding coalition.
- Understand the change process and what to expect along the way.

**Jon Yost**
**Making It Easier for Students to Succeed Than to Fail**
Jon Yost spent more than 15 years successfully leading school improvement and PLC implementation at the elementary and middle school levels. In this session, he shows participants a systematic approach to creating a culture of success, building interventions, and improving student outcomes. Jon shares strategies and actions he and his staff took to turn around multiple schools that can be applied to any team or school.

Participants in this session gain:
- A blueprint on how to establish a middle school system of interventions
- Practical ideas and strategies to engage all staff in creating supports for student success
- Useful tools and resources to create enthusiasm and maintain ongoing improvement
From Dysfunctional to Highly Functional: Proven Ideas and Strategies to Move Teams Forward
Every team has some degree of dysfunction; some just have more than others. Jon Yost shares his numerous years of experience in PLC development and site leadership to provide participants practical ideas for moving teams forward. Participants in this session learn specific strategies to help any team become more functional, more efficient, and find enjoyment in working collaboratively.

Participants in this session leave with:
- Knowledge of how to recognize major dysfunctions in teams and strategies to overcome them
- Practical ideas and approaches for productive team meetings
- A proven blueprint to build trust and a team action orientation

I'm All In on PLCs! Now What?
Jon Yost provides a step-by-step approach to developing, organizing, and facilitating high-functioning PLCs. Participants leave this session with tools and resources to support teams just getting started. They learn how to best utilize their time and help teams at all grade levels and of all sizes focus on student achievement. Jon explains how to move from typical team meetings to compelling collaboration.