

Agenda

Orlando, FL • July 10–12

Monday, July 10

6:30–8:00 a.m.	Registration	Valencia Pre-Function
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Tim Brown <i>The Professional Learning Community Journey: Creating a School of High Expectations</i>	Valencia AB
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	(See pages 3–5)
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakouts	(See pages 3–5)
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel Discussion <i>A Q&A time with presenters. Receive practical answers to your most pressing questions.</i>	Valencia AB
	Brainstorming Session —Timothy D. Kanold <i>Spotlight on the PLC Work of Central Office Leaders</i>	Valencia C

Tuesday, July 11

7:00–8:00 a.m.	Registration	Valencia Pre-Function
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Mike Mattos <i>When All Means All</i>	Valencia AB
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	(See pages 3–5)
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakouts	(See pages 3–5)
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time <i>A collaboration time for your team. Presenters are available for help in team discussions.</i>	Valencia AB

Wednesday, July 12

7:00–8:00 a.m.	Continental Breakfast	Valencia Pre-Function
8:00–9:30 a.m.	Breakouts	(See pages 3–5)
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —Anthony Muhammad <i>The Will to Lead: Working Together to Create a PLC Culture</i>	Valencia AB

Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Monday, July 10		Tuesday, July 11		Wednesday, July 12
	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					
Setting the Stage and Communicating High Expectations	312C			312C	
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset		312C			312AB
Raising Questions and Finding Answers in Our Grading Practices			312C		
Luis F. Cruz					
I Like What I Am Hearing! So How Do We Initiate Our PLC Journey?	311BC				
English Learners and PLCs		311BC		312AB	
Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Do Not Learn			312AB		
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					311FG
William M. Ferriter					
Digital Tools That Make Differentiation Doable	311A				311A
Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher		311A		311A	
Our Students <i>Can</i> Assess Themselves			311A		
Heather Friziellie					
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 1)	312AB				
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 2)		312AB			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			311BC		
Protocols for Results: Turning Data Into Information				311BC	
Brandon Jones					
The Reward Is in the Journey: An Inside Look at the PLC Reculturing Process	311H		311H		
Abandoning Archaic Practices: Motivating and Preparing Generation Z Students		311H		311H	
Facing the Giants: Overcoming the RTI Odds in Secondary Schools					311BC

Breakouts at a Glance

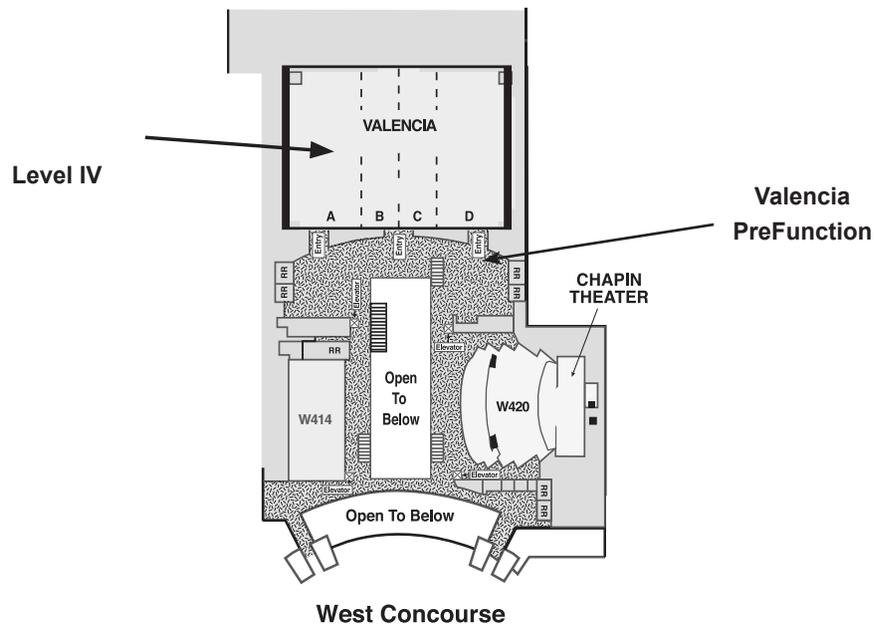
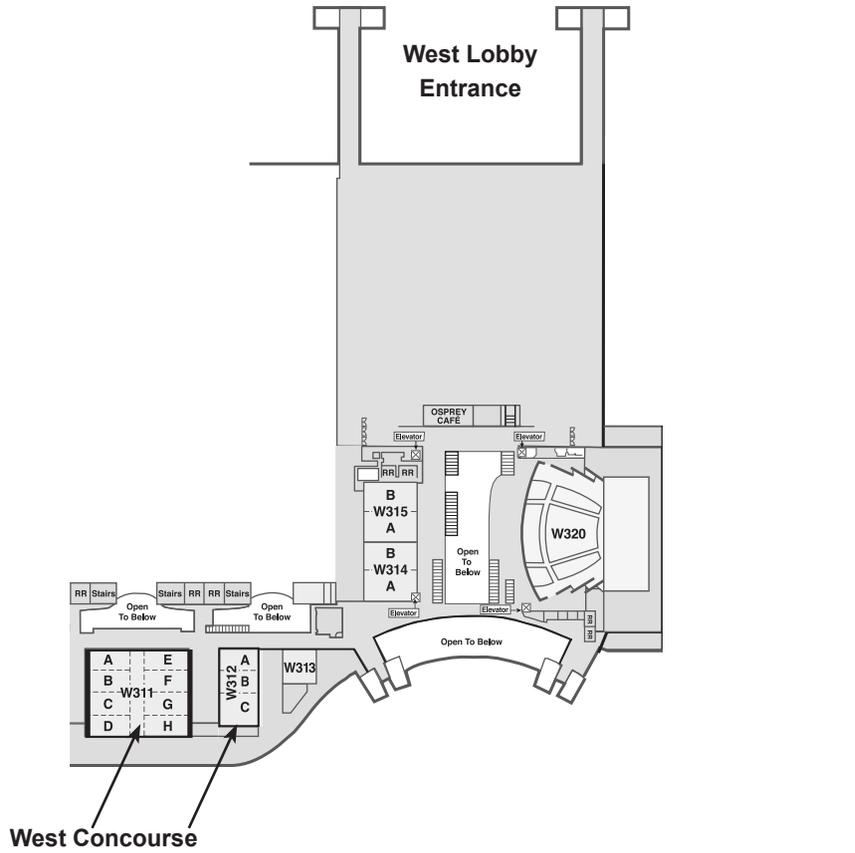
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Timothy D. Kanold					
HEARTPRINT: Living a Fully Engaged, High Energy, and Well-Balanced Professional Life!	Valencia C				
Central Office and School-Site PLC Leaders and Coaches: Becoming Great at Sustaining Change!		Valencia C			
Your K–12 PLC Mathematics Focus: Great <i>Instruction!</i>			Valencia C		
Your K–12 PLC Mathematics Focus: Homework, Grading, and Great <i>Assessment!</i>				Valencia C	
Mike Mattos					
Building the Collaborative Culture of a Professional Learning Community at Work (Part 1)	Valencia AB				
Building the Collaborative Culture of a Professional Learning Community at Work (Part 2)		Valencia AB			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			Valencia AB		
Simplifying Response to Intervention: How to Systematically Respond When Students Don't Learn				Valencia AB	
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process					312C
Anthony Muhammad					
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn	311FG				
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change		311FG			
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			311FG		
Collaboration Is a Lifestyle, Not a Meeting!				311FG	
Getting Started: Building Consensus and Responding to Resisters					Valencia AB

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Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	Valencia D				
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning		Valencia D		Valencia D	
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Student Learning			Valencia D		Valencia D
Steve Pearce					
Flip My School: Keys to PLC Leadership and Change	311D			311D	
The Genius of <i>And</i> : Meshing Middle School Departments and Teams		311D			
The Flex Schedule That Ensures Success			311D		Valencia C

Agenda is subject to change.

Orange County Convention Center



Session Descriptions



Tim Brown

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. To attain high achievement in every classroom, unsurpassed collaboration must become a school’s priority.

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 a focus on learning, to work collaboratively, and to be accountable to a school’s mission, vision, values, and goals.

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 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 can they become part of our symbolic life?

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

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?



= Keynote

Session Descriptions

Tim Brown

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 adhere to?

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 every student. 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 learn:

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

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.

Session Descriptions

Luis F. Cruz

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 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 learn:

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

William M. Ferriter

Digital Tools That Make Differentiation Doable

If schools are truly working to ensure success for every student, learning experiences need to be customized and aligned to student interests, needs, and unique learning styles. The challenge, however, rests in making differentiation manageable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality. William M. Ferriter introduces a range of digital tools that can be used to track progress by student and standard, provide structure for differentiated classrooms, and facilitate initial attempts at remediation and enrichment.

Participants learn how digital tools:

- Make quick checks for understanding and simplify tracking progress by student and standard.
- Deliver content and free up class time for individualized instruction.
- Facilitate the use of classroom observations as a source of evidence of student progress.

Session Descriptions

William M. Ferriter

Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher

The PLC concept resonates with most educators, but making collaborative learning work in small schools or for singleton teachers can be challenging. Participants explore four models for building meaningful professional learning teams for singletons and teachers in small schools: 1) creating vertical teams to study skills that cross content areas, 2) using interdisciplinary teams to address the engagement levels of at-risk students, 3) designing class loads that allow teachers to teach the same subjects, and 4) using electronic tools to pair teachers with peers working in the same subject area.

Participants in this session:

- Discuss common structural barriers that prevent singletons from working on collaborative teams.
- Examine four potential models for creating meaningful professional learning teams for teachers.
- Develop the beginnings of an action plan for incorporating singletons into the PLC process.

Our Students *Can* Assess Themselves

In the spring of 2012, Canadian educational change expert Dean Shareski issued a simple challenge on his blog: “I’m wondering if you’re ready to let your students assess themselves. Not as some experiment where you end up grading them apart but where you really give the reigns over to them?” Shareski’s challenge resonates with William M. Ferriter, who has always been dissatisfied with the grade-driven work in his classroom. He introduces participants to the tangible steps he has taken in response to Shareski’s challenge to integrate opportunities for self-assessment into classrooms.

Participants in this session:

- Discuss the important role self-assessment plays in learning.
- Explore simple self-assessment behaviors that can be integrated into any classroom.
- Learn common challenges in integrating student self-assessment into the classroom.

Heather Friziellie

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 1)

In the first part of this two-part session, Heather Friziellie 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 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.

Session Descriptions

Heather Friziellie

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 2)

In the second part of this session, Heather Friziellie 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.

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 and impact student learning and also 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.

Session Descriptions

Brandon Jones

The Reward Is in the Journey: An Inside Look at the PLC Reculturing Process

Evidence overwhelmingly shows that sustainable PLC cultures are critical to improving student achievement. Yet the question remains, How will we implement these changes in our districts, schools, and teams? While the landmarks along the journey are the same, every school approaches the process in a different way. This session is based on the PLC culture work of Richard DuFour, Rebecca DuFour, Robert Eaker, Tom Many, and the action research of model PLC schools. Participants receive a practical, behind-the-scenes look at how different national model schools started their movements, recultured, and became high-functioning PLCs.

As a result of this session, participants:

- Gain clarity on why a school should aspire to become a PLC.
- Explore the critical components of building a PLC culture at the campus and team levels.
- Examine a sample PLC implementation action plan.
- Hear the perspectives of teachers and teams on the evolution of their PLCs.

Abandoning Archaic Practices: Motivating and Preparing Generation Z Students

Educators are challenged to prepare students for jobs that don't yet exist, using technologies not yet invented, to solve problems no one yet recognizes. So, what happens when all the available tricks fail to motivate and engage students dependent on the immediacy of their world? The problem lies in the fact that their system of thinking, from the neural level to the practical, is instant and problem based—the opposite of preceding generations! Participants compare traditional and 21st century learning practices that have significant impact on student motivation and learning.

Learning outcomes include:

- Exploring the significant differences between Generation Z and past generations
- Identifying traditional practices that demotivate students
- Examining 21st century learning practices that motivate and prepare students for their future

Facing the Giants: Overcoming the RTI Odds in Secondary Schools

The primary mission of a PLC is to ensure high levels of learning for all students. Do the systems of support in schools truly align with this mission? Despite a teacher's best efforts in class, some students will not be successful without additional time and support. Creating a system in which all students are guaranteed to receive directed, specific, and timely intervention is essential to their success. Based on RTI research and action research from several model PLC schools, this session focuses on common barriers secondary schools face when attempting to provide additional help for students; solutions to those challenges; and the proven enrichment plan of a particular model PLC secondary school.

Participants in this session:

- Examine their current reality and challenges of systematic interventions in secondary schools.
- Determine how a PLC addresses common challenges and helps sustain a tiered system of support for students.
- Investigate the enrichment and intervention plan of an exemplary secondary school PLC.

Session Descriptions

Timothy D. Kanold

HEARTPRINT: Living a Fully Engaged, High Energy, Well-Balanced Professional Life!

Timothy D. 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 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.

Brainstorming Session: Spotlight on the PLC Work of Central Office Leaders

Central office personnel are invited to share with colleagues their biggest obstacles toward full implementation of the PLC process in their districts. Timothy D. Kanold, a former school superintendent, facilitates this focused session and provides an opportunity to brainstorm solutions using an engaging, meaningful dialogue process.

Session Descriptions

Timothy D. Kanold

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 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.

Session Descriptions



Mike Mattos

When All Means All

The mission of a PLC to ensure 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* student. Mike Mattos discusses essential elements of the PLC at Work process that a school or district must commit to when embracing the mission of ensuring 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 belief 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 to 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. And, 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? Mike Mattos provides practical, proven secondary intervention ideas.

Participants learn:

- How to systematically identify students who need extra help
- Ways to create time in the master schedule for supplemental and intensive interventions
- How to best utilize staff and resources to target interventions and extension



= Keynote

Session Descriptions

Mike Mattos

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. Mike Mattos provides clarity and practical ideas for creating a multitiered 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, administrators, 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.

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.

Anthony Muhammad



The Will to Lead: Working Together to Create a PLC Culture

This keynote explores the connection between school culture and successful PLC implementation. 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. Anthony Muhammad 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



Session Descriptions

Anthony Muhammad

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, which has been studied and debated for years, 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

Session Descriptions

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

How is a culture of collaboration 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. Anthony Muhammad 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 sustain 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

Privatizing practice, isolation, and individual autonomy that have traditionally characterized teaching are the most significant barriers to building a school culture focused on continuous improvement. Anthony Muhammad address the questions: How can a faculty build consensus to effect significant change? and What are the most effective ways to respond to the concerns of those who resist even when the staff has decided to move forward?

Outcomes include:

- Defining consensus
- Applying the most effective strategies for building consensus
- Learning seven research-based strategies for addressing resistance

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.

Session Descriptions

Maria Nielsen

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 common assessments 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 and information 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.

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. 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.

Steve Pearce

Flip My School: Keys to PLC Leadership and Change

The research is clear: Change leadership matters. Steve Pearce shares research on leadership and change and illustrates practical strategies his staff implemented when he was principal of a successful PLC school. Steve shows how it is possible to flip a struggling school and make it a place where every student learns. A flipped classroom employs blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom.

Participants learn the importance of:

- Employing best practice and research-based strategies on leadership and change
- Implementing ideas and methods proven to be effective and successful
- Becoming inspired to flip a school and transform it into a high-performing learning community

Session Descriptions

Steve Pearce

The Genius of *And*: Meshing Middle School Departments and Teams

Steve Pearce addresses the essential question, How do teams and departments reach levels of efficacy that optimize student learning? Having successfully addressed this as a principal at two middle schools, Steve illustrates ways to make teams and departments perform at peak levels to benefit student growth.

Outcomes include:

- Learning the keys to becoming a high-performing team and department
- Understanding why success at the middle school level depends on the efficacy of teams and departments
- Becoming inspired to make teams and departments achieve the highest possible results in service to student achievement

The Flex Schedule That Ensures Success

The statement “Your schedule reveals your priorities” is inarguable in a PLC. Steve Pearce focuses on a creative flex schedule that was a game-changer for staff and students in his school. Steve shows how making time for student intervention during the school day positively impacts school culture and student results.

Participants examine collaborative processes that improve schools. They review examples and develop plans for creating an intervention schedule and gain the tools and inspiration to implement proven practices in their own schools.