

Agenda

Madison, WI • July 18–20

Wednesday, July 18

6:30–8:00 a.m.	Registration	Capitol Promenade
	Continental Breakfast	Grand Terrace
8:00–9:45 a.m.	Keynote —Tim Brown <i>Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process</i>	Exhibition Hall
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	(See pages 3–5)
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	(See pages 3–5)
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel Discussion <i>Receive practical answers from presenters to your most pressing questions.</i>	Exhibition Hall
	Brainstorming Session —Timothy D. Kanold <i>Spotlight on the PLC Work of Central Office Leaders</i>	Ballroom A
	Brainstorming Session —Regina Stephens Owens <i>Celebrating Learning for All on AllThingsPLC</i>	Ballroom B

Thursday, July 19

7:00–8:00 a.m.	Registration	Capitol Promenade
	Continental Breakfast	Grand Terrace
8:00–9:45 a.m.	Keynote —Mike Mattos <i>Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools</i>	Exhibition Hall
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	(See pages 3–5)
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	(See pages 3–5)
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time <i>Presenters are available to aid in your collaborative team discussions.</i>	Exhibition Hall

Friday, July 20

7:00–8:00 a.m.	Continental Breakfast	Grand Terrace
8:00–9:30 a.m.	Breakout Sessions	(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>	Exhibition Hall

Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Wednesday, July 18		Thursday, July 19		Friday, July 20
	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					
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset	Ballroom D			Ballroom D	
Raising Questions and Finding Answers in Our Grading Practices		Ballroom D			Ballroom D
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			Ballroom D		
Brian K. Butler					
What About Us? The PLC at Work Process in Early Childhood	Hall E			Hall E	
The Answer Is in the Room: Taking Collective Responsibility for English Learners at All Levels		Hall E			
Ensuring Teams Engage in the Right Work			Hall E		Hall E
William M. Ferriter					
Digital Tools That Make Differentiation Doable	Room M		Room L		
Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher		Room M			
Our Students <i>Can</i> Assess Themselves				Room L	Room L
Timothy D. Kanold					
HEARTPRINT: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	Ballroom A				Ballroom A
Getting to the HEART of Central Office and School-Site PLC Leadership and Coaching!		Ballroom A			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			Ballroom A		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				Ballroom A	

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	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.
Mike Mattos					
Building the Collaborative Culture of a Professional Learning Community at Work (Part 1)	Ballroom C				
Building the Collaborative Culture of a Professional Learning Community at Work (Part 2)		Ballroom C			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			Ballroom C		
Simplifying Response to Intervention: How to Create a Highly Effective, Multitiered System of Supports				Ballroom C	
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process					Ballroom C
Anthony Muhammad					
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn	Exhibition Hall				
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change		Exhibition Hall			
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			Exhibition Hall		
Collaboration Is a Lifestyle, Not a Meeting!				Exhibition Hall	
Getting Started: Building Consensus and Responding to Resisters					Exhibition Hall
Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	Ballroom B		Ballroom B		
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		Ballroom B			Ballroom B
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning				Ballroom B	
Regina Stephens Owens					
The Why Effect: Intentional Systems Drive Inspirational Cultures	Room L				Room M
What Do We Want Students to Learn? Critical Thinking, Cool Technologies, and Global Competencies		Room L			
All for One: Singletons Wired by Relevance and Results			Room M		
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning				Room M	

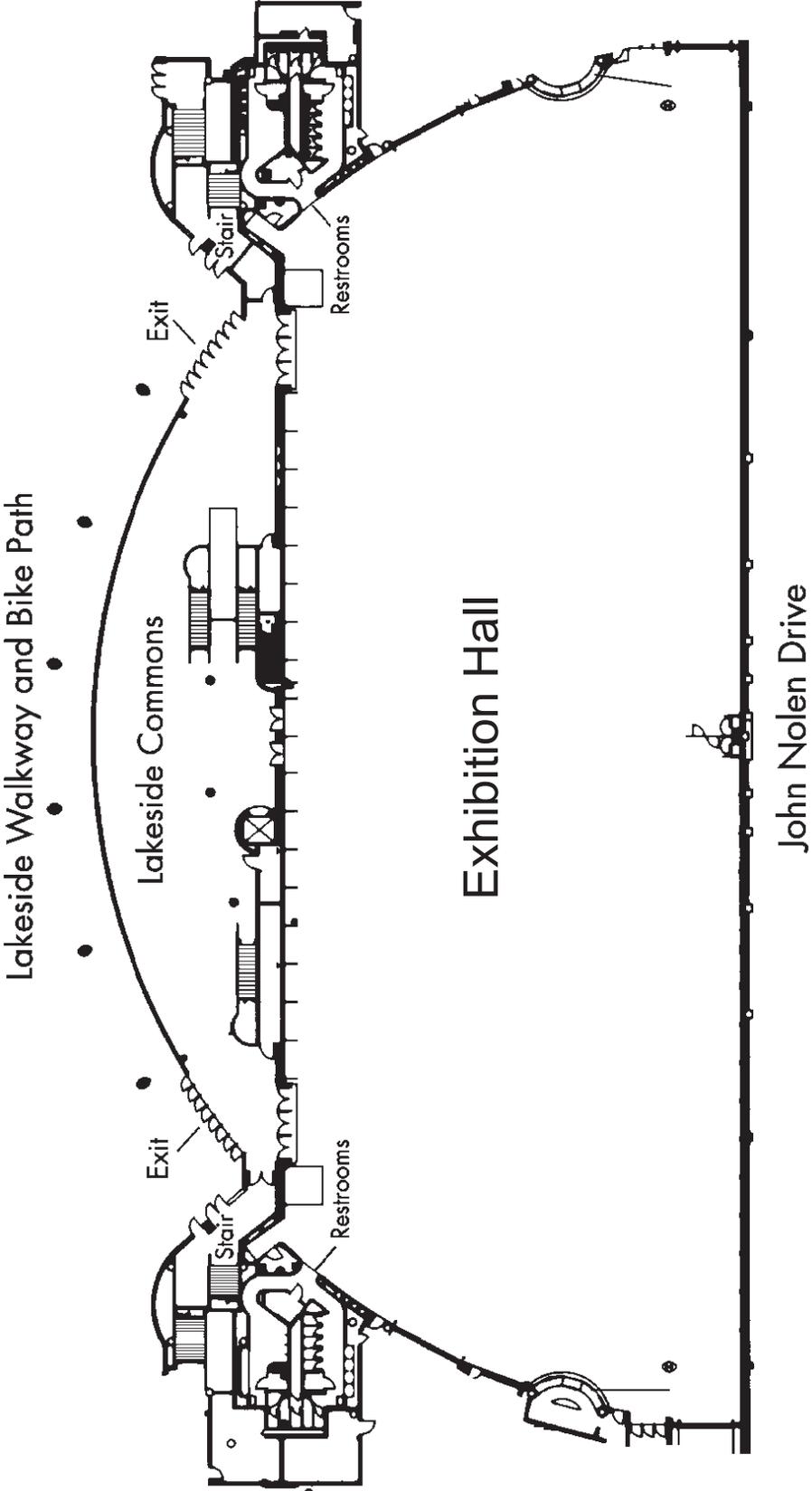
Breakouts at a Glance

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	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.
Julie A. Schmidt					
Unpack and Make Yourself Comfortable: Answering Critical Question One		Hall G			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			Hall G		
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 1)				Hall G	
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 2)					Hall G
Jon Yost					
From Dysfunctional to Highly Functional: Proven Ideas and Strategies to Move Teams Forward	Hall J				
Are You Ready to See Your Fixer Upper?		Hall J		Hall J	
Keep the Cog Turning: Maximizing Celebrations to Build and Maintain Momentum			Hall J		Hall J

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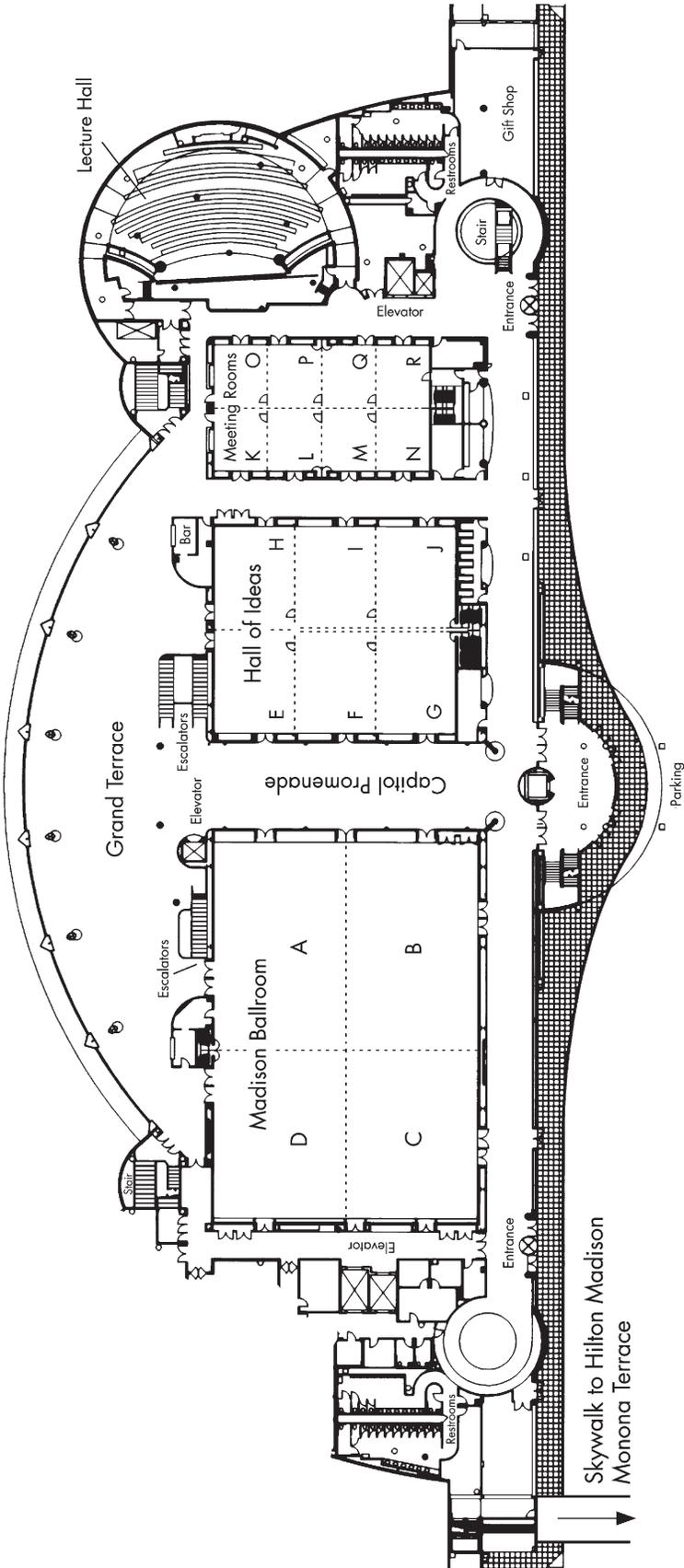
Monona Terrace Convention Center

Level 1



Monona Terrace Convention Center

Level 4



Keynote Session Descriptions

Tim Brown

Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process

This keynote 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 sets the stage for the next two and a half days of learning by discussing 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.

Mike Mattos

Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools

Becoming a professional learning community requires more than committing to the collaborative practices proven to best ensure learning. A PLC must also be willing to discontinue policies and procedures that are counterproductive to student success. Unfortunately, many schools stubbornly hold on to myths—widely held beliefs that are false—that justify teacher isolation and student failure. Mike Mattos discusses essential practices that are required to ensure high levels of learning for every student and challenges the educational mythology that is holding us back.

Outcomes include:

- Learning the five essential practices of the PLC at Work process
- Identifying school myths and inaccurate beliefs that are counterproductive to collaboration and student learning
- Understanding how these myths lead to practices, policies, and procedures that inhibit student learning
- Beginning a “stop-doing” list for schools and districts
- Embracing a commitment and assurance that the academic success of every student is possible

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

Brainstorming Session Descriptions

Timothy D. Kanold

Spotlight on the PLC Work of Central Office Leaders

Central office personnel share their biggest obstacles toward full implementation of the PLC process in their district. Timothy D. Kanold, a former school superintendent, facilitates the discussion and provides an opportunity to brainstorm solutions using an engaging, meaningful dialogue process.

Regina Stephens Owens

Celebrating Learning for *All* on AllThingsPLC

Has your organization demonstrated a commitment to PLC concepts? Is the evidence of student learning the pride of your teams? Do you want the world to celebrate your community's dedication to ensuring high levels of learning for *all*?

Discover how to shine the spotlight on your organization's PLC journey. This brainstorming session provides information, guidance, and support to school and district leaders and leadership teams who want the right work they engage in every day to be widely recognized and for their schools to be seen as models of the PLC at Work process. After a brief overview of the guidelines, criteria, and application process for official recognition, PLC associates and Solution Tree staff answer participants' questions. Attendees are provided time to begin the application process and have access to other practitioners whose organizations have received this honor.

Schools recognized as models of the PLC process are eligible to apply for the 2019 DuFour Award, a \$25,000 cash award to be presented during a ceremony at the 2019 Summit on Professional Learning Communities at Work in Phoenix, Arizona.

Breakout Session Descriptions

Tim Brown

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?

Raising Questions and Finding Answers in Our Grading Practices

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

Participants discuss these essential questions:

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

Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration

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

Outcomes include:

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

Breakout Session Descriptions

Brian K. Butler

What About Us? The PLC at Work Process in Early Childhood

For years, schools have focused on implementing the PLC at Work process in the K–12 system. However, many preschool programs want to know how to make this process work for their schools and children, too. 2016 DuFour Award recipient Mason Crest Elementary addresses this and goes deeper. Through the powerfully collaborative and data-driven process of PLCs, the school combined a preschool special education class with a general education preschool Head Start class and dispelled the myth that students with early learning challenges could not achieve developmental milestones. Indeed, they could even exceed them.

Outcomes include:

- Learning the administrative team’s role in supporting the preschool collaborative team
- Experiencing the power of common assessments and acquiring the preschool team data analysis protocol used to assess effective practices and to flexibly and seamlessly group students during their play activities to give appropriate support and challenge
- Understanding how shifting teacher mindsets and teacher talk ensures high expectations for all
- Exploring how children still learn through play and how teachers can change their approach to that time

The Answer Is in the Room: Taking Collective Responsibility for English Learners at All Levels

Participants engage in learning about how two schools, Baldwin Park High School in California and 2016 DuFour Award recipient Mason Crest Elementary School in Virginia, take collective responsibility to ensure high levels of learning for all EL students.

Outcomes include:

- Understand how school culture affects the success or failure of English learners.
- Learn how a high school took collective responsibility for all English learners by confronting the brutal facts of their current reality.
- Observe and reflect on specific schoolwide structures needed to support collaboration among all staff and the role of the English language teacher in these meetings.

Ensuring Teams Engage in the Right Work

Taking a page from *School Improvement for All: A How-To Guide for Doing the Right Work* (Solution Tree Press, 2017) by Sharon Kramer and Sarah Schuhl, participants delve deep into the right work of teacher teams. Kramer and Schuhl state, “The best way to describe, clarify, and monitor the task of teams is to delineate the products that they would create from answering the four questions of learning” which drive the work of collaborative teams (p. 22). Participants gain absolute clarity on what this looks, feels, and sounds like at the team level.

Outcomes include:

- Gaining an understanding of the impact that doing the right work can make on culture and student achievement
- Acquiring a team protocol for complementing defined tasks, products, and artifacts that come out of answering the four critical questions of learning
- Assessing where teams are regarding each task
- Observing a team using artifacts and products to complete a task

Breakout Session Descriptions

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 needs. The challenge, however, is in making differentiated learning experiences manageable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality. William M. Ferriter introduces participants to a range of digital tools that can be used to: 1) track progress by student and standard, 2) provide structure for differentiated classrooms, and 3) facilitate initial attempts at remediation and enrichment.

Participants learn how digital tools can:

- Provide quick checks for understanding and tracking progress by student and standard.
- Deliver content and free up class time for individualized instruction.
- Facilitate classroom observations as evidence of student progress.

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 reins 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.

Breakout Session Descriptions

Timothy D. Kanold

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

Timothy D. Kanold draws from his bestselling 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 live an energetic and well-balanced professional life every day.

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

Participants can expect to:

- Examine the H and the E elements of their HEART: their relational Happiness and how to become fully Engaged in their work.
- Discover ways to improve their relational intelligence and impact (heartprint) on others.
- Learn ways to pursue and sustain a well-balanced, high-energy personal and professional PLC life and the positive effects this can have on others.

Getting to the HEART of Central Office and School-Site PLC Leadership and Coaching!

PLC leaders affect risk-taking and change success and inspire others. Drawing from chapters in part 4: “R is for Risk” of his bestselling book *HEART!*, Timothy D. Kanold reveals the practical work of school leadership. He begins with the power of emotionally connecting others to the results of their effort, explores the risk-vision interdependency, and ends with the secret to entropy avoidance in leading the PLC culture.

As Dr. Kanold indicates, “As we become fully formed professionals, we tie our workplace heartprint to the results of our effort and seek to avoid entropy—chaos, disorganization, and randomness—in our daily work.”

Participants learn how to:

- Use goal setting and results to help others measure the impact of their daily actions.
- Lead and create a vision for risk-taking and action interdependent with the measurable results of their work.
- Avoid the signs of entropy—chaos, disorganization, and randomness—for their area of PLC school leadership.

Breakout Session Descriptions

Timothy D. Kanold

Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!

Based on the 2018 Solution Tree series *Every Student Can Learn Mathematics*, lead author Timothy D. Kanold explores how collaborative teams can achieve a level of improved student achievement through a balanced use of lower-level and higher-level cognitive-demand tasks with meaningful and formative feedback to students during instruction.

Dr. Kanold shares six research-affirmed lesson design criteria essential to inspiring student perseverance and sustained effort in mathematics class every day. He also shares sample mathematics tasks and online resources for teacher support.

Participants use the PLC mathematics lesson design model to:

- Examine the difference between relevant and meaningful mathematics content and vocabulary.
- Examine the effective and balanced use of lower-level and higher-level-cognitive-demand tasks during class.
- Consider the effective and balanced use of in-class student discourse for formative assessment feedback when students get stuck during the lesson.

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

Mathematics assessment can either inspire or destroy student learning. Based on the 2018 Solution Tree series *Mathematics in a PLC at Work: Every Student Can Learn Mathematics*, lead author Timothy Kanold explores the inspiring assessment, scoring, intervention, and grading routines of collaborative teams in a PLC culture.

Dr. Kanold reveals the criteria for creating high-quality unit assessments (quizzes and tests) and helps participants reflect upon and answer the formative question “Now what?” when an assessment is returned to the students. The session ends with a discussion about the research-affirmed criteria for high-quality mathematics homework routines and practices.

Participants in this session:

- Use high-quality mathematics unit-assessment-design protocols and discussion tools for evaluating the quality of current mathematics assessments.
- Develop formative strategies for student response, intervention, and ownership of learning during and at the end of a unit of study.
- Explore research and discussion tools to design highly effective mathematics homework routines and practices.

Breakout Session Descriptions

Mike Mattos

Building the Collaborative Culture of a Professional Learning Community at Work (Parts 1 & 2)

Collaborative teacher teams are the engines that drive a professional learning community. In this two-part breakout, participants learn about the specific work of teacher teams, including the use of SMART goals, team norms, and the four critical questions that guide team collaboration. This breakout is highly recommended for participants new to the PLC process and for returning participants who want to evaluate and improve team collaboration.

Participants in this session:

- Study the specific work of teacher teams in the PLC at Work process.
- Define key vocabulary.
- Evaluate their current team progress.
- Learn how to use the book *Learning by Doing* as an ongoing resource.
- Acquire tools and sample products.

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

The biggest obstacle most secondary schools face in providing interventions is not identifying which students need help but how to schedule the time needed to provide the help during the school day. This breakout provides real examples from a high-performing school on how it created 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 current teachers' contractual obligations.

Simplifying Response to Intervention: How to Create a Highly Effective, Multitiered System of Supports

How does your school respond when students don't learn? Compelling evidence shows that response to intervention (RTI)—also known as a multitiered system of supports (MTSS)—can successfully engage a school's staff in a collective process to provide every student 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 shows how the PLC at Work process creates the larger, schoolwide framework required to successfully create a multitiered system of supports.

Outcomes include:

- Understanding the characteristics of the three tiers of the RTI process
- Connecting the work of teacher teams in a PLC to effective supplemental interventions
- Clearly defining the roles of classroom teachers, administration, and support staff in the RTI process

Breakout Session Descriptions

Mike Mattos

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

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

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

Participants in this session:

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

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

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

As a result of this session, participants understand:

- The true meaning and value of school culture
- The power of mindsets and their influence on educator effectiveness
- How to shift from damaging mindsets (superiority and inferiority) to high levels of efficacy (liberation mindset)

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

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

Learning targets include:

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

Breakout Session Descriptions

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

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

Participants in this session:

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

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 addresses 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.

Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning

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

Participants can expect to:

- Explore the *nifty nine* best teaching strategies.
- Learn how to assess student learning by implementing engagement strategies.
- Identify the differences among assessment questions, open questions, and engagement questions.

Breakout 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.

Regina Stephens Owens

The Why Effect: Intentional Systems Drive Inspirational Cultures

Organizational purpose and collective beliefs and commitments affect building systems at all levels of an organization. How do you ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. Regina Stephens Owens discusses moving from compliance, coercion, and fear to cultures that are respectful, responsive, and reflective. Participants explore frameworks of intentionality—frameworks that promote leaders who advance global dispositions and ensure that students are prepared for college, career, and life.

Outcomes include:

- Understanding how to promote high standards of achievement for all
- Discovering how to create a collective, rather than individual, leadership focus
- Examining the essential role of diversity in decision making
- Adapting global dispositions to promote cultural responsiveness

What Do We Want Students to Learn? Critical Thinking, Cool Technologies, and Global Competencies

How technology is used as a tool for learning may be significantly different in a professional learning community than in a traditional school. Using technologies alone does not ensure that 21st century learning skills are met, that students are authentically engaged, that critical thinking is occurring, or that global competencies are being exercised. Schools must ensure that teachers are equipped to effectively choose technologies and are empowered to facilitate and design learning that results in critical thinking and global competencies.

Participants in this session:

- Evaluate technologies using Bloom's taxonomy.
- Examine technologies that support critical thinking skills.
- Examine global competencies.
- Discuss various web resources and how to implement them effectively to ensure content knowledge and global competencies.

Breakout Session Descriptions

Regina Stephens Owens

All for One: Singletons Wired by Relevance and Results

Singleton teachers are accustomed to seeking solutions and understanding unique opportunities.

Operating efficiently and effectively as contributing members of a PLC can be a challenge. Team members must collaborate around common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC process. Regina Stephens Owens discusses collaboration around best practices and coaches the designing action plans that support the work of schools and singleton teachers in a PLC.

Outcomes include:

- Discovering ways to overcome the specific challenges that face singleton teachers in small schools
- Exploring solutions that leverage success for educators and learners
- Creating a plan of action that supports singletons functioning effectively in the PLC process

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning

In a time of tremendous focus on data, it is imperative to develop a rich culture of collaboration through dialogue and data protocols and move from a deficit mindset to a growth mindset. Participants learn ways to create a culture of collaboration, use different types of data protocols, and write and manage SMART goals to ensure capacity building and increased student achievement.

Participants in this session:

- Examine ways to focus on results through the lens of data.
- Obtain tools, tips, and templates proven to impact team and student learning. Learn strategies to support SMART goals that promote and enhance learning while focusing on a growth mindset.

Julie A. Schmidt

Unpack and Make Yourself Comfortable: Answering Critical Question One

This session briefly lays the groundwork for committing to a guaranteed and viable curriculum before delving into a process of prioritizing and unpacking. Participants first examine the “why” of establishing a guaranteed and viable curriculum. Then, the process—starting at the standards level—for teams to work through a protocol to deeply understand, prioritize, and pace the learning standards into a meaningful learning progression of activities that lead to student mastery via scaffolding to assess student progress. Time will be allocated for participants to engage in the work and reflect on ways to take the process back to their collaborative teams.

Breakout Session Descriptions

Julie A. Schmidt

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

Schools that function as PLCs must ultimately do two things: 1) build a collaborative culture to promote continuous adult learning, and 2) create structures and systems that provide students with additional time and support for learning. After examining the key ingredients of systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies to collaboratively:

- Examine core beliefs.
- Respond to each student's learning needs in a timely, directive, and systematic way.
- Utilize resources (human, material, and temporal) in different ways.
- Utilize data to drive intervention.
- Examine the most common RTI mistakes.
- Make celebrations part of school culture.

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Parts 1 & 2)

Warning: This work is not for the faint of heart! When teams commit to the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that "All really does mean all!" Once team members collectively make that commitment and understand how we got here, they must then define what improvement looks like and how to get there. Julie Schmidt challenges participants to examine their professional beliefs before delving into collaborative structures, the importance of scaffolding, what tailored instruction does and does not look like, and shares ideas and examples that have resulted in improved outcomes for all students.

Jon Yost

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 learn specific strategies to help any team become more functional, more efficient, and to find enjoyment in working collaboratively.

Participants 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

Breakout Session Descriptions

Jon Yost

Are You Ready to See Your Fixer Upper?

In the popular HGTV show *Fixer Upper*, Chip and Joanna Gains take a rundown or modest house and turn it into the customer's dream home. Jon Yost shows participants how to bring their staffs and teams together to create a vision for success that is motivating and compelling. Learn how to engage the staff into visualizing and realizing their "dream home" by first identifying how to move from their current reality to the beginning of the transformation. Participants gain the tools and processes to immediately start envisioning their dream home.

Participants in this session:

- Understand how a mission, vision, and collective commitments guide and drive the improvement process.
- Learn the processes to utilize with their staffs and teams to create their own mission, vision, and collective commitments.
- Gain ideas on how to frequently use their mission, vision, and collective commitments to create focus and coherence.

Keep the Cog Turning: Maximizing Celebrations to Build and Sustain Momentum

Transforming your school into a PLC is fun and exciting, but at the same time, challenging. Learn how implementing intentional celebrations can create excitement, build momentum, and maintain a high-energy, can-do attitude. Jon Yost leads participants in developing their "celebration plan" to honor risk taking, staff interdependency, increased student learning, meeting SMART goals, and individual and team improvement. This session illustrates the simplicity of creating routine practices in your school that pays tribute to the dedication, commitment, and achievement of staff.

Outcomes include:

- Gaining a deeper understanding of how celebrations play a key role in transforming schools into a PLCs
- Exploring various ways to celebrate improvement, risk taking, and team growth
- Learning how to make celebrations visible, targeted, and purposeful