## Agenda

**Rogers, AR • July 11–13**

### Wednesday, July 11

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<tr>
<th>Time</th>
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<td>6:30–7:55 a.m.</td>
<td>Registration</td>
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| 7:55–9:45 a.m.  | **Keynote**—Luis F. Cruz  
*Embracing the Science of Our Profession: PLCs at Work to Ensure High Levels of Learning for All*  
Auditorium  |
| 9:45–10:00 a.m. | Break                                                                 |            |
| 10:00–11:30 a.m.| **Breakout Sessions**                                                 | (See pages 3–6) |
| 11:30 a.m.–12:30 p.m.| Lunch (provided)                                                   | Cafeteria  |
| 12:30–2:00 p.m. | **Breakout Sessions**                                                 | (See pages 3–6) |
| 2:00–2:15 p.m.  | Break                                                                 |            |
| 2:15–3:15 p.m.  | **Panel Discussion**—Receive practical answers from presenters to your most pressing questions.  
**Brainstorming Session**—Timothy D. Kanold  
*Spotlight on the PLC Work of Central Office Leaders*  
**Brainstorming Session**—Maria Nielsen  
*Celebrating Learning for All on AllThingsPLC*  
Auditorium  |

### Thursday, July 12

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| 7:55–9:45 a.m.  | **Keynote**—Mike Mattos  
*Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools*  
Auditorium  |
| 9:45–10:00 a.m. | Break                                                                 |            |
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| 2:00–2:15 p.m.  | Break                                                                 |            |
| 2:15–3:15 p.m.  | **Team Time**—Presenters are available to aid in your collaborative team discussions.  
Cafeteria  |

### Friday, July 13

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| 9:45–11:45 a.m. | **Keynote**—Anthony Muhammad  
*The Will to Lead: Working Together to Create a PLC Culture*  
Auditorium  |

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

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<td><strong>Luis F. Cruz</strong></td>
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<td>English Learners and PLCs</td>
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<td>I Am Sold on PLCs: Practical Tools and Directions to Be Successful</td>
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<td><strong>Jennifer Deinhart</strong></td>
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<td>Elementary Student Goal Setting in a PLC at Work</td>
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<td><strong>William M. Ferriter</strong></td>
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<td>Digital Tools That Make Differentiation Doable</td>
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<td>Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher</td>
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<td>Our Students Can Assess Themselves</td>
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<td>HEARTPRINT: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!</td>
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<td>Getting to the HEART of Central Office and School-Site PLC Leadership and Coaching!</td>
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<td>Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!</td>
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<td>Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!</td>
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<td><strong>Jasmine Kullar</strong></td>
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<td>Critical Conversations With Resisters, Fake Supporters, and the Eternally Crabby</td>
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<td>An Inside Look at Meetings</td>
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<td>Celebrating Our Staff: Creating an Effective Recognition Program</td>
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<td><strong>Michelle Marrillia</strong></td>
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<td>The Case for Coaches in Professional Learning Communities</td>
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<td>Urban Turnaround: From Priority to Proficiency</td>
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<td><strong>Mike Mattos</strong></td>
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<td>Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn</td>
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<td>Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change</td>
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<td>Collaboration Is a Lifestyle, Not a Meeting!</td>
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<td>Getting Started: Building Consensus and Responding to Resisters</td>
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<td><strong>Maria Nielsen</strong></td>
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<td>The 15-Day Challenge: Win Quick, Win Often!</td>
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<td>Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning</td>
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<td>Common Assessments: The Key to Uncommon Results for Student and Teacher Learning</td>
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<td><strong>Steve Pearce</strong></td>
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<td>Flip My School: Keys to PLC Leadership and Change</td>
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<td>PLC Scheduling 101: Take Control of Your Schedule!</td>
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<td>The Collaborative Team: The Engine That Drives the PLC Process</td>
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<td><strong>Lisa M. Reddel</strong></td>
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<td>PLC: What’s in It for Me as a Teacher?</td>
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<td>Facilitating Great Meetings</td>
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<td>Second-Order Change: Moving Outside the Known and Familiar to Build Lasting Cultures</td>
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<td><strong>Bob Sonju</strong></td>
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<td>From Chaos to Clarity: Aligning the Work of Teams, Schools, and Districts</td>
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<td>Help Our Team! Working Together to Solve Common Team Challenges</td>
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<td>The Big Rocks: What Effective Teams Do to Increase Student Learning</td>
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<td>Jeanne Spiller</td>
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<td>Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes (Part 1)</td>
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<td>Less Is More: Developing Essential Next-Generation Standards</td>
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Rogers High School

Auxiliary Gym

Cafeteria

Auditorium

Entrance
Rogers High School

2050 / 2172 / 2174
Luis F. Cruz
Embracing the Science of Our Profession: PLCs at Work to Ensure High Levels of Learning for All
In the 1960s, the U.S. Department of Education's Office for Civil Rights explored the vital question, Can all students, even those from low socioeconomic communities, learn at high levels? This question sparked a movement referred to today as effective schools research.

The Professional Learning Communities at Work process is an extension of that research and has proven for decades to be the most effective process for getting all students to achieve at high levels. When educators commit to collectively engage in the science of teaching and embrace the PLC at Work process, it holds the potential to fundamentally transform any school and district into a beacon of excellence in which all students benefit.

Luis F. Cruz introduces participants to the micro and macro components of a PLC and sets the stage for the next two and half days of learning.

Participants discover how to best initiate or strengthen their PLC journey by:

- Learning what the PLC process is and what it is not
- Developing and reinforcing the common language of a PLC at Work
- Understanding the three big ideas of the PLC at Work process
- Creating schoolwide and districtwide teams to implement this powerful process

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.

**Maria Nielsen**
**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

Michael Bayewitz
Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC
Creating a collaborative culture is an essential characteristic of a successful PLC. To do so, educators must build trust and invest in developing personal relationships. How do educators maintain congeniality and still confront difficult facts when results fall short? Participants leave this session with a toolkit for effective communication and coaching strategies on how to engage in difficult collegial conversations within the context of a PLC.

Participants in this session:
- Gain appreciation for the importance of building a collaborative culture.
- Understand the difference between collegiality and congeniality in a PLC.
- Leave with a toolkit for effective communication and coaching.

Leading PLCs in High-Poverty Elementary Schools: Proven Practices for Eliminating the Achievement Gap
Most educators would agree with the statement, All children can learn. Unfortunately, many schools fall short of making this a reality. Successful schools have built high-functioning PLCs with proven results for narrowing—even eliminating—the achievement gap despite high poverty and mobility rates. Using real-life examples, artifacts, and tools, Michael Bayewitz reveals how some Title I schools have built and maintained a consistent track record of success despite the ever-changing landscape in education.

Participants in this session:
- Hear about the unique PLC journey of a high-performing Title I elementary school.
- See concrete examples of interventions and practices that ensure student success at Title I schools.
- Obtain ideas and strategies, supported by practice and research, to implement at their K–6 schools.

Unleashing Parent Engagement in High-Poverty Elementary Schools
For years, educators have stressed the importance of parent involvement in schools. However, many schools—particularly high-poverty schools—have struggled to realize sustained, meaningful parent engagement. Using the PLC principle of a focus on learning (a commitment to learning for every student) as an entry point, participants learn new ideas for how they can meet parents’ needs by strengthening partnerships and removing barriers to learning.

Participants in this session:
- Challenge conventional thinking about how schools partner with parents in high-poverty areas.
- Identify the difference between parent involvement and parent engagement.
- Learn how to remove barriers to learning by engaging parents in creative and innovative ways.
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

**Luis F. Cruz**

**English Learners and PLCs**

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

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.

**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? Is it normal to expect staff resistance to this process and is there a difference between rational and irrational forms of resistance? Luis F. Cruz explains in practical terms the *who*, *why*, and *how* associated with the PLC process.

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

**Remembering Rick DuFour: Embracing the “Tight and Loose” of the PLC Process**

Throughout his professional life Dr. Richard DuFour shared important insights aimed at guiding educators in their quest to continuously strengthen implementation of the PLC process. One of his most notable keynotes captured the essence of which aspects of the PLC process must be “tight” and which could be “loose.” Join Luis F. Cruz as he celebrates the life of Rick DuFour by reminding audiences of Rick’s message and his purpose of ensuring learning for ALL students.

Outcomes include:
- Understanding why teams adopting a collaborative culture is a “must do” in the PLC process
- Learning why ensuring a “guaranteed and viable” curriculum is essential to the PLC process
- Exploring why allowing teachers the “defined autonomy” to teach in the manner they feel most effective is a “loose” aspect of the PLC process
Breakout Session Descriptions

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

Participants 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

Jennifer Deinhart
Elementary Student Goal Setting in a PLC at Work
Explore how teams answer the four critical questions of learning through the lens of student goal setting. Through this work, teams dig deeply into the most essential standards and see how goal setting leads to more targeted instruction. Participants also learn how to engage students in being reflective of their own work and next steps in learning.

Outcomes include:
• Exploring how teams learn content and develop progressions for learning around essential standards
• Developing skills in creating quality assessments, common scoring practices, and student self-reflection
• Learning how to have more purposeful data discussions that result in targeted instruction for students
Jennifer Deinhart

Instructional Coaching in a PLC at Work: Tips for Common Challenges
As instructional leaders, coaches are often at the center of the work of collaborative teams. Jennifer Deinhart presents strategies to overcome common challenges while staying true to the PLC process. Engage in an open dialogue about having effective collaborative team meetings and working with teammates who are resistant to change.

Participants in this session:
• Explore different meeting structures that support collaborative teams answering the four critical questions of learning.
• Use our experiences to collectively brainstorm possible solutions for the challenges we all face as facilitators.
• Take time to plan agendas and structures for their next team meetings.

Progress Monitoring: Facilitating Team Meetings
In a PLC we use the results from common assessments to answer the last two critical questions of learning: How will we respond when students do not learn? and How will we extend the learning for students who have demonstrated proficiency? Explore protocols and meeting structures that guide teams in determining student needs, and identify strengths and weaknesses within current team practices and next steps for instruction.

Outcomes include:
• Exploring data discussion protocols for engaging teams in transparent dialogue around results from common assessments
• Observing examples of teams engaged in answering the last two critical questions
• Reflecting on participants’ collaborative time and consider next steps for their teams

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.
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 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.

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.
Breakout Session Descriptions

Timothy D. Kanold
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.

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.
**Timothy D. Kanold**  
*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.

**Jasmine Kullar**  
*Critical Conversations With Resisters, Fake Supporters, and the Eternally Crabby*

Despite the excitement and buy-in educators may have in implementing PLCs and engaging in this work, they will undoubtedly run into staff who do not support the journey. These are team members who may seem to support a PLC but speak against it in the parking lot, openly resist, or are just adverse to innovation. Working with people who do not want to change the way they have always done things can be challenging—but it can, and must, be done. Jasmine Kullar outlines effective inroads into difficult conversations. Understanding the “why” helps shape the solutions to working through this very real problem. Participants delve into proven tips and techniques for mastering these critical conversations.

Learning outcomes include:
- Identifying reasons why it is difficult to have critical conversations
- Recognizing why we may not achieve the desired outcome after having critical conversations
- Acquiring various tips, techniques, and strategies to engage in effective critical conversations

**An Inside Look at Meetings**

In a PLC, what should teachers talk about when they meet? Once the components, practices, and methods of implementation have been made clear, how do teachers put it all together to ensure productive discussions with colleagues in meetings? How do those meetings then result in everyday action so that it becomes the school’s culture? The structure of collaborative meetings and their resulting discussions are crucial for developing a successful PLC.

Participants in this session:
- Examine characteristics of effective and efficient collaborative meetings.
- Explore issues that relate to the four critical questions of a PLC.
- Identify strategies to make team discussions the norm in their schools and districts.
Jasmine Kullar
Celebrating Our Staff: Creating an Effective Recognition Program
Recognizing school employees helps retain teachers and staff and builds morale in the building as people feel valued and respected for their work. Recognition should not be just formal, annual celebrations but rather a daily part of school culture. As important as this is, leaders sometimes do not have the time to recognize staff—or just don't know how to. Jasmine Kullar outlines the importance of recognition and reviews the components of an effective recognition program.

Participants can expect to:
- Review why recognition is essential to staff morale.
- Identify barriers to recognizing staff and discover solutions to these barriers.
- Explore a variety of strategies used in schools to recognize teachers and staff.

Michelle Marrillia
The Case for Coaches in Professional Learning Communities
Successful instructional coaches understand the balancing act of working with teams to help ensure the fidelity of the three big ideas of a PLC and also providing the time and support to individual teachers who need it. Learn how a tiered instructional coaching model can help drive the collaborative culture in your school. Participants will leave with sample coaching plans for training team leaders, specific support systems for struggling teams, and instructional leadership team protocols.

Learning outcomes include:
- Defining the role of coaches in professional learning communities
- Applying practical coaching strategies to develop and support team leaders in a PLC
- Determining next steps in building and sustaining an effective coaching model to support collaborative teams

Turning Data Into Successful Secondary Classroom Instruction
School systems are increasingly data-rich, but educators often struggle to use this data to differentiate instruction and provide timely feedback to meet the needs of every student. This session details practical approaches for effective and easy-to-implement reteaching strategies in multiple content areas in secondary classrooms. Michelle Marrillia provides specific examples of creating a system of regrouping and differentiated instruction based on assessment data.

Participants discover:
- How a collaborative team can use data to implement re-teaching strategies for students who do not learn the first time
- How to incorporate embedded academic advising for timely feedback
- A stoplight regrouping method for differentiated instruction
Michelle Marrillia
Urban Turnaround: From Priority to Proficiency
Urban schools face unique daily challenges. Learn how one urban school moved from the 10th percentile to the 87th percentile in four years and has continued to sustain its success by adhering to the tenets of a PLC. Participants examine the difference between PLC lite and a true professional learning community and discuss methods to bring meaningful change to any school.

Participants gain insights into:
- How schools move away from adult-centered behavior to student-centered learning
- The conditions necessary for a collaborative culture to exist
- The ongoing support teachers need to maintain a thriving PLC

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.

Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools
What does an effective elementary school intervention process look like? This session provides participants with practical, proven intervention ideas, including ways to create a schoolwide process to identify students for extra help, and how to create time in the master schedule for interventions and extensions.
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.

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

PLC Scheduling 101: Take Control of Your Schedule!
The statement “Your schedule reveals your priorities” is inarguable in a PLC. Steve Pearce shares ideas and tips on how to create school schedules that focus on supporting the PLC framework. He shows how making time for student intervention and staff collaboration during the school day positively impacts school culture and student results.

In this interactive session, participants learn alongside other educators as they share their positive scheduling ideas and examine collaborative processes that improve schools. Participants review examples and develop plans for creating a schedule and gain the tools and inspiration to implement proven practices in their own schools.

The Collaborative Team: The Engine That Drives the PLC Process
The PLC at Work framework is ultimately driven by the work of collaborative teams in each school. Participants learn about the why behind the impact of teams as well as practical strategies around the topics of:
- Focusing on the right work
- Meaningful protocols and products
- Dealing with conflict
- Becoming a model collaborative team
Lisa M. Reddel
PLCs: What's in It for Me as a Teacher?
“PLCs sound great, but what's in it for me as a teacher?” Teacher autonomy and team accountability is balanced in a PLC. Collaborating effectively with others is a condition for membership in virtually all professions. Yet, teachers often work in isolation from one another. Participants explore the balance of team responsibility versus individual autonomy in the PLC process.

Learning outcomes include:
- Examining how the simultaneously loose and tight culture in a PLC empowers teachers to make important decisions
- Understanding how team accountability and teacher autonomy can work together to benefit student learning
- Exploring strategies for bringing a collaborative culture and collective responsibility to classrooms and schools

Facilitating Great Meetings
Having productive, engaging, and efficient meetings about learning is the goal of every collaborative teacher team. Lisa Reddel offers guidance and strategies for facilitating meetings in a PLC that home in on learning and results. Participants delve into clarifying roles of team members, strategies to help teams and meetings become more organized and productive, and how to build consensus without winners and losers.

Learning outcomes include:
- Understanding the difference between consensus and unanimity
- Examining roles within a team and methods to support a team's efforts
- Reviewing ways to keep teams organized, focused, and committed to continuous improvement

Second-Order Change: Moving Outside the Known and Familiar to Build Lasting Cultures
Culture eats structure for breakfast! Understanding the difference between first-order and second-order change helps any educator address cultural change within their school and district. Implementing and fostering cultural change in a PLC brings initial results in short order and, in time, lasting results. Building a PLC is a process, not a program. Participants examine how school cultures built to last must first go through cultural changes.

Learning outcomes include:
- Understanding the difference between first-order and second-order change
- Examining how educators can apply the “change” knowledge to their roles
- Acquiring a toolkit of strategies to manage second-order change

Bob Sonju
From Chaos to Clarity: Aligning the Work of Teams, Schools, and Districts
Often, confusion reigns as teams, schools, and districts attempt to implement processes to make a dramatic difference in student learning. Bob Sonju illustrates how clear expectations, processes, and effective professional development can transform an organization's purpose into reality. He clarifies the work of teams, schools, and the district office and provides strategies to align that work to ensure every student learns at high levels.
Bob Sonju
Help Our Team! Working Together to Solve Common Team Challenges
What should happen when a team starts to struggle? As teachers move toward becoming interdependent teams, challenges inevitably arise. Ensuring high levels of learning for every student requires a change in thinking and practice. Participants briefly review the work of highly effective teams, consider scenarios showing common team challenges, and work collaboratively to identify strategies for moving a team forward.

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

The Big Rocks: What Effective Teams Do to Increase Student Learning
With a focus on the “big rocks” of a high-performing school, this session guides participants through the fundamentals of a PLC and highlights the results that highly effective teams aim to achieve during collaboration meetings. Participants are called on to articulate specific team actions in support of an effective PLC and are provided high-leverage questions that drive the work of collaborative teams.

Jeanne Spiller
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. Jeanne Spiller 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 ideas and examples that have resulted in improved outcomes for all students.

Less Is More: Developing Essential Next-Generation Standards
Developing essential or priority standards is a necessary and powerful practice. This practice affords teachers the time to adequately teach, assess, reteach, and reassess to meet the needs of all students. Participants discover the importance of a guaranteed and viable curriculum and learn a step-by-step process for determining essential (priority) standards that can easily be replicated in their own buildings or school districts.

Participants in this session:
- Understand and are able to articulate how powering is part of the PLC process and helps answer the four critical questions of a PLC.
- Understand and are able to articulate why developing essential (priority) standards is imperative.
- Learn a process to distinguish essential (priority) standards from state or national standards.
Jeanne Spiller
Disciplinary Literacy: What Social Studies and Science Teachers Need to Know and Be Able to Do
Social studies and science textbooks, articles, manuals, and historical documents create special challenges for learners. These texts often include abstracts, figures, tables, diagrams, and specialized vocabulary. The ideas can be complex and build across a number of paragraphs which require focus and strategic processing. To comprehend and produce these types of texts, students must be immersed in the language and thinking processes of these disciplines, and they must be supported by their teacher (Carnegie Report, 2010). This session focuses on how educators can successfully use disciplinary literacy strategies in social studies and science to assist students in navigating complex disciplinary texts.

Participants in this session:
- Identify the difference between content literacy and disciplinary literacy.
- Learn instructional disciplinary literacy strategies for science and social studies.
- Discover a step-by-step process to intentionally connect content standards and literacy standards for instruction and assessment purposes.

We Gave the Assessment. Now What?
This session focuses on strategies teams can use before and after an assessment has been given to ensure that the data obtained are used effectively. Jeanne Spiller guides participants through strategies and protocols for using data from student assessments to plan focused, differentiated instruction. Participants also learn how to use data from assessments to provide feedback that helps students progress in their learning. Jeanne provides opportunities to practice using data to drive instruction, to share experiences of giving effective feedback, and to consider examples of effective and ineffective feedback.

Participants learn:
- Strategies and protocols for examining student data and planning differentiated instruction
- The power of effective feedback for students and strategies for sharing it
- Methods for using data protocols and providing effective feedback to students