

Agenda

Las Vegas, NV • April 1–3

Monday, April 1

7:00–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	Keynote —Douglas Reeves <i>90/90/90: The Next Generation of High-Performing, High-Poverty Schools</i>
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	Breakouts
11:30 a.m.–1:00 p.m.	Lunch (on your own)
1:00–2:30 p.m.	Breakouts
2:30–2:45 p.m.	Break
2:45–4:15 p.m.	Keynote —Janel Keating [Session TBD]

Tuesday, April 2

7:00–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	Keynote —Tammy Heflebower <i>What Leaders Need to Know About Quality Assessment</i>
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	Breakouts
11:30 a.m.–1:00 p.m.	Lunch (on your own)
1:00–2:30 p.m.	Breakouts
2:30–2:45 p.m.	Break
2:45–4:15 p.m.	Panel Discussion —Presenters provide practical answers to your most pressing questions.

Wednesday, April 3

7:00–8:00 a.m.	Continental Breakfast
8:00–9:30 a.m.	Keynote —Brian K. Butler <i>Walking the Talk: Modeling the Way</i>
9:30–9:45 a.m.	Break
9:45–11:30 a.m.	Keynote —Luis F. Cruz <i>Embracing the Eight Skills Transformational Leaders Use to Change Adult Behavior</i>

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Monday, April 1		Tuesday, April 2	
	10:00–11:30 am	1:00–2:30 pm	10:00–11:30 am	1:00–2:30 pm
Brian K. Butler				
What About Us? The PLC at Work Process in Preschool	X			
How Do Principals Really Improve Schools? By Helping Teams Engage in the Right Work		X		
Win Small, Win Early, Win Often: Why Celebration Should Be Part of Our Culture			X	
What Are You Willing to Do? Examining Traditional Practices Through the Lens of Learning				X
Luis F. Cruz				
Why Transformational Leaders Must Initiate Direct Accountability			X	
Redefining Effective Leadership in Schools: Influence, Productivity, and Support Through a Collective Lens				X
Heather Friziellie				
Protocols for Results: Turning Data Into Information	X			
Yes We Can! Collaboration Between General and Special Educators		X		
Leading Change: Keeping All Eyes on the Prize			X	
Bringing Out the Best: Maximizing the Talent of Those Around You				X
Tammy Heflebower				
The New Art and Science of Teaching	X			

Presenting Perfected		X		
Making Standards Come to Life in the Classroom: Designing and Using Proficiency Scales			X	
Janel Keating				
[To be determined]	X			
[To be determined]		X		
[To be determined]			X	
[To be determined]				X
Jasmine Kullar				
Critical Conversations With Resisters, Fake Supporters, and the Perpetually Crabby	X			
Celebrating and Retaining Staff: Creating an Effective Recognition Program		X		
An Inside Look at Meetings			X	
Baby Boomers, Gen X-ers, and Millennials: How to Lead a Multigenerational School				X
Cameron Rains				
Stronger Together: Answering the Questions of Collaborative Leadership	X			
Ensuring Effective Teaching in Every Classroom: A Task for All Staff to Lead		X		
Leading a High Reliability School			X	
Maximizing the Talents of Faculty and Staff				X
Douglas Reeves				
Grading and Homework: The Most Emotional Topics in Education	X			
Crucial Conversations for the Central Office		X		

Session Descriptions – Day 1

MORNING KEYNOTE

Douglas Reeves—*90/90/90: The Next Generation of High-Performing, High-Poverty Schools*

In this new update to his landmark 90/90/90 research, Douglas Reeves shares insights from the new generation of schools that are 90% poverty, 90% ethnic or linguistic minority, and 90% meeting or exceeding academic standards. While much of the research validates the original findings, there are important new insights that address the exceptional challenges of leading schools that serve students from low-income families. The new research specifically links the success of these schools to the deep and enduring implementation of Professional Learning Communities at Work.

Participants in this session:

- Evaluate alternative strategies for serving high-poverty students.
- Synthesize the US and international research on leadership in high-poverty schools with successful leadership in schools serving economically advantaged students.
- Apply the research for immediate implementation in their school system.

MORNING BREAKOUTS

Brian K. Butler—*What About Us? The PLC at Work Process in Preschool*

For years, schools have focused on implementing the Professional Learning Community at Work process in the K–12 system. There has been an unintentional oversight as there are many preschool programs in elementary school buildings and stand-alone programs that have asked if this process works for them and their children. The resounding answer is “Yes!”

Mason Crest Elementary School, the 2016 DuFour Award winner, exemplifies this. It combined a special education preschool class with a general education preschool Head Start class and dispelled the myth that students with early learning challenges could not achieve or exceed developmental milestones through this powerfully collaborative, data-driven model.

Participants in this session:

- Learn about the administrator team’s role in supporting the preschool collaborative team.
- Understand the power of using common assessments.
- Examine the Mason Crest preschool team’s data analysis protocol to assess effective practices and to flexibly and seamlessly group students during their play activities to provide the appropriate level of support and challenge.
- Learn how shifting teacher mindsets and teacher talk ensure high expectations for all, regardless of the student’s label.
- Explore how children learn through play and how teachers change their approach to play.

Heather Frizielle—*Protocols for Results: Turning Data Into Information*

Is your system overwhelmed with data? Using protocols to transform data into information is an effective and efficient way to improve results and focus on question two of a PLC: How do we know

if students are learning? Participants gain strategies and apply tools to authentic data sets that empower teams of all types to use data to drive instruction and improve student learning.

Participants in this session:

- Briefly review research related to data-driven decision making.
- Explore multiple protocols for data analysis.
- Reflect on their current reality and plan for next steps.

Tammy Heflebower—*The New Art and Science of Teaching*

The New Art and Science of Teaching is a well-researched instructional framework that comprehensively addresses the most alterable effect on student achievement: quality instruction. One of the major changes in The New Art and Science of Teaching is the focus on student outcomes obtained by teachers' instructional actions. The premise is that teachers who implement instructional strategies will in turn help students use mental processes that successively enhance learning. It is not enough to merely use an instructional strategy; it is more important to ensure that it has the desired learning effect for students.

Participants in this session:

- Learn instructional framework components, including 3 categories, 10 design questions, and 43 elements.
- Experience a few of the 43 elements through modeled instructional strategies.
- Explore how the companion online compendium can support the model by highlighting 300 instructional strategies, video descriptions, and print resources related to the new design questions and all 43 elements.

Janel Keating—*Session to be determined*

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

Despite the excitement and buy-in you may have in implementing PLCs and engaging in this work, you will undoubtedly run into those who do not support the journey. These are the staff members on your team who may *seem* to support PLC concepts but speak against them in the parking lot, openly resist, or just dislike innovations. It can be difficult working with people who do not want to change what they have done for years, so how do we do it? This session outlines why it is difficult to have these conversations. Understanding the “why” helps us shape the solutions to working through this very real problem. Participants then delve into research-based tips and techniques for mastering these critical conversations.

Participants in this session:

- Identify reasons for why it is difficult to have critical conversations.
- Recognize why we may not achieve the desired outcome after having critical conversations.
- Acquire various tips, techniques, and strategies to engage in effective critical conversations.

Cameron Rains—*Stronger Together: Answering the Questions of Collaborative Leadership*

This session focuses on the most important tenets of collaborative leadership, as identified in the book *Stronger Together: Answering the Questions of Collaborative Leadership* (Martin & Rains, 2018). Successful school leadership is imperative to ensure high levels of student learning. Leadership is more than one person, and it cannot be done well in isolation. This session examines how the most effective school leaders develop collaborative leadership.

Participants in this session:

- Understand how to earn trust.
- Gain perspectives on teams within a school—how to build them and how to support them.
- Learn practical strategies on how to develop a schoolwide vision.

Douglas Reeves—*Grading and Homework: The Most Emotional Topics in Education*

System-level leaders have a profound impact, both positive and negative, on student results. In this interactive session, Douglas Reeves engages with district leaders and policymakers about the most important actions to embrace—and avoid—that have the greatest impact on student results.

Participants in this session:

- Evaluate alternative leadership and policy strategies.
- Synthesize the evidence on the relationship of central office leadership and student results.
- Apply the research for immediate implementation in their school system.

AFTERNOON BREAKOUTS

Butler—*How Do Principals Really Improve Schools? By Helping Teams Engage in the Right Work*

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

Participants in this session:

- Are reminded of *why* it is so important for teams to do the right work.
- Learn about and review defined tasks, products, and artifacts that come out of answering the four critical questions of learning.
- Assess where their teams are regarding each task.
- Observe a team engaged in using artifacts and products to complete a task.

Heather Frizielle—*Yes We Can! Collaboration Between General and Special Educators*

When teams commit to the PLC process, the first critical step is to examine beliefs about students, themselves, and learning. Only then can teams work to truly live the mantra: All means all! Participants are challenged to examine their own beliefs and current realities and then delve into collaborative structures, instructional planning frameworks, and tailored instruction to identify next steps for their team, school, or district.

Participants in this session:

- Examine personal mindsets and beliefs through the lens of data and research.
- Consider collaborative structures that maximize team effectiveness to meet the needs and dispositions of all learners.
- Explore scaffolding and tailored instruction as vehicles to ensure that even the most complex learners achieve at high levels.

Tammy Heflebower—*Presenting Perfected*

If you speak in public, you are a public speaker. Planning and preparing an effective message is the first step to a profound public presence, critical in today's fast-paced, technological environment. This session highlights valuable strategies for creating a remembered message, as well as tips and techniques for impressive delivery. Tammy Heflebower's varied national and international experiences, combined with expertise in adult learning, provide a skillful foundation of practical approaches to help novice to expert speakers gain an advantage in addressing an audience. Do you know the skills? Do you have the skills? This session is designed for those who seek to refine or elevate their presence and poise with boards, parents, and teacher audiences. Make your message meaningful!

Participants in this session:

- Learn a planning tool to frame a meaningful message for adult learners.
- Gain understanding about various speaking roles and ways to enhance effectiveness with each.
- Obtain tips, tricks, and techniques for delivering a memorable message.

Janel Keating—*Session to be determined*

Jasmine Kullar—*Celebrating and Retaining Staff: Creating an Effective Recognition Program*

Duly recognizing school employees helps retain teachers and staff and builds positive morale in the building, since this leads to feeling valued and respected for their work. Recognition should not just be formal, once-a-year celebrations; it should be a daily part of our culture. As important as this is, leaders sometimes do not have the time to recognize staff—and sometimes, we just don't know how. This session underscores the importance of recognition and outlines the components of an effective recognition program. Jasmine Kullar also discusses barriers to recognition and solutions to overcome those barriers.

Participants in this session:

- Determine why recognition is necessary.
- Identify barriers to recognizing faculty and staff, and outline solutions to these barriers.
- Review various strategies schools employ to recognize teachers and staff.

Cameron Rains—*Ensuring Effective Teaching in Every Classroom: A Task for All Staff to Lead*

This session focuses on how educators can build a system that ensures every teacher is growing and developing expertise over time, leading to effective teaching in every classroom. Cameron Rains presents research-based indicators from the book *Leading a High Reliability School* (Marzano, Warrick, Rains, & DuFour, 2018). In comparison to other fields, developing teaching expertise can be particularly

challenging due to the complex nature of our work. Dr. Rains provides practical examples of solid instructional systems from certified High Reliability Schools.

Participants in this session:

- Examine the most important components of ensuring effective teaching in every classroom and the leadership responsibilities associated with them.
- Gain ideas on how to help teachers observe and discuss effective teaching.
- Review the components required for developing expertise and reflect on the status of those components in your school.

Douglas Reeves—*Crucial Conversations for the Central Office*

In this session, system level leaders:

- Evaluate alternative strategies for serving high-poverty students.
- Synthesize the US and international research on leadership of high-poverty schools with successful leadership in schools serving economically advantaged students.
- Apply the research for immediate implementation in a school district.

AFTERNOON KEYNOTE

Janel Keating—**Session to be determined**

Session Descriptions – Day 2

MORNING KEYNOTE

Tammy Heflebower—*What Leaders Need to Know About Quality Assessment*

Teachers routinely make important decisions about student achievement, but as a school leader, how do you know if such decisions are based on sound assessment results? Tammy Heflebower uncovers many practical and technical facets of classroom assessments and validates the use of student performance reporting.

Participants in this session:

- Analyze three types of assessments.
- Discover ways to ensure assessments meet components of validity, reliability, and fairness.
- Review and revise existing assessments for quality.
- Investigate formats for engaging others in such essential work.

MORNING BREAKOUTS

Brian K. Butler—*Win Small, Win Early, Win Often: Why Celebration Should Be Part of Our Culture*

“Recognition provides opportunities to say, ‘Let us all be reminded and let us all know again what is important, what we value, and what we are committed to do’” (DuFour, DuFour, Eaker, et al., *Learning by Doing*, 2016).

Brian Butler focuses on the importance of celebrations as a tool for sustaining the PLC at Work process and how celebrations are integral to building and maintaining a positive school culture. He shares his own experiences celebrating at Mason Crest Elementary School and explores various ways that schools can recognize and celebrate effort, improvement, and achievement. Participants are also encouraged to share their ideas and learn from one another.

Participants in this session:

- Examine the importance of celebrations.
- Explore various ways to make celebration everyone's responsibility and ensure that there are many winners.
- Gain practical and enjoyable ideas for celebrations in their schools.

Luis F. Cruz—*Why Transformational Leaders Must Initiate Direct Accountability*

The key to effective change in schools is secured when adults commit to particular behavioral changes. While logical resistance to change has more to do with lack of effective leadership, illogical resistance to change calls for leaders to initiate tactful confrontations and professionally monitor adult behaviors.

Luis F. Cruz unveils the *resist* protocol that teachers and administrative leaders can use to directly and ethically hold others accountable when they willfully refuse to commit to the behaviors required by their schools or districts.

Participants in this session learn:

- The power and difference between creating a culture of accountability and holding others directly accountable
- A six-step protocol to initiate direct accountability
- Why failure to initiate direct accountability when required is akin to malpractice

Heather Frizielle—*Leading Change: Keeping All Eyes on the Prize*

Heather Frizielle recounts her first year as a superintendent, leading a district that was striving to become a true professional learning community. In sharing her school's journey and her own professional journey, participants learn about and reflect on strategies that led to significant growth in student learning and districtwide achievement. Participants are provided time to consider their own schools and districts and apply similar strategies to begin the process of leading change.

Participants in this session:

- Review the change process through the lens of embracing the behaviors of a professional learning community.
- Consider tools and strategies to emerge as a PLC and move their district forward.
- Reflect on the current reality at their schools and districts and ways to progress to a desired reality based on shared ideas.

Tammy Heflebower—*Making Standards Come to Life in the Classroom: Designing and Using Proficiency Scales*

In this session, Tammy Heflebower underscores these research-proven strategies for creating effective standards and improving student learning: 1) focus instructional activities on what matters most; 2) clear, specific learning goals lay the foundation for effective teaching; and 3) high-quality learning targets set an appropriate level of difficulty (proficiency scales), drive the selection of targeted instructional activities, and align with assessment tools to allow teachers and students to measure progress.

Learn what effective teachers do to establish and communicate learning goals and track student progress by exploring the research on two different types of learning targets, refining those targets into proficiency scales to measure student performance, tracking student results, and finally, celebrating successes and achievements.

Participants in this session:

- Translate broad standards into specific learning targets.
- Understand the difference between declarative and procedural knowledge targets.
- Design proficiency scales to address varying levels of difficulty and differentiate content for student needs.

Janel Keating—*Session to be determined*

Jasmine Kullar—*An Inside Look at Meetings*

In a PLC, what should teachers talk about when they meet? After learning about the components and practices that should be implemented, how do you put it all together to ensure you and your colleagues are talking about the right stuff when you meet? How do those meetings result in the essence of what you do every day so that it becomes the school culture? As you work toward implementing a PLC, the structure of your meetings and what is discussed in those meetings is crucial to developing that culture of collaboration.

Participants in this session:

- Examine characteristics of well-run collaborative meetings.
- Explore issues that relate to the four core questions.
- Identify strategies to make those conversations the norm.

Cameron Rains—*Leading a High Reliability School*

This session focuses on the leadership required to develop a High Reliability School (HRS). Schools are expected to generate consistent and positive results with students. The HRS framework, consisting of five hierarchical levels, was developed from more than 50 years of research with this goal in mind. Cameron Rains addresses leadership responsibilities for all five levels, with a focus on Level 1: A safe, supportive, and collaborative school culture and Level 3: A guaranteed and viable curriculum. Strong leadership in these areas is paramount to high levels of learning for students.

Participants in this session:

- Gain an understanding of all five levels within the HRS framework.
- Examine the key areas of investment within each level (leading indicators).
- Reflect on the current reality at their school and possible next steps.

Afternoon Breakouts

Brian K. Butler—*What Are You Willing to Do? Examining Traditional Practices Through the Lens of Learning*

Is your proverbial “dinner plate of learning” spilling over with practices and traditions that don't nourish your mission? Are you suffering from initiative fatigue? Are you doing things just because you've always done them without thinking about their impact on student learning? The primary mission of a school that operates as a Professional Learning Community at Work is to ensure high levels of learning for all students. Do the systems of support in your school truly align with this mission? Brian Butler shares examples of how his school, Mason Crest Elementary, challenged institutional practices that did not align with their mission and developed new practices that *were* aligned, as well as the process they followed to make those changes a reality.

Participants in this session:

- Learn about a process used to evaluate, change, or abandon such practices as:
 - Assigning homework in the traditional way
 - Applying the model for supporting students in the advanced academics program to general and special education learners

- Examining their school's current reality, identifying practices that may need to be reviewed for impact on student learning, and planning for next steps

Luis F. Cruz—*Redefining Effective Leadership in Schools: Influence, Productivity, and Support Through a Collective Lens*

If significant changes in adult behaviors are required to align our public school system to meet the needs of all students, then an investment in understanding leadership as a vehicle for promoting these changes will be necessary. But what does effective leadership in schools look like? Is leadership still only synonymous with administration? Is leadership a person or a team?

Luis F. Cruz presents a comprehensive picture of what effective leadership in schools looks like and provides practical examples of leadership structures and processes from schools across the country.

Participants in this session:

- Gain a clear understanding of what effective leadership in schools looks like and who is responsible for initiating essential practices and procedures.
- Learn the difference between a traditional school leadership team and a modern guiding coalition.
- Examine how a team of administrators and teachers can collectively work together to promote changes in adult behaviors.

Heather Frizellie—*Bringing Out the Best: Maximizing the Talent of Those Around You*

Every school and district seems to be stretched to maximum capacity in resources. When working as a PLC in the constantly changing education system, leaders must keep their "compass north" while making the most of all staff and faculty and remaining true to the beliefs and actions of a professional learning community. Participants learn about effective strategies for establishing and strengthening relationships with others in a culture of change, keeping "tight" to the PLC process. Participants consider how to create a culture where every stakeholder feels motivated to overcome issues for the greater purpose and actively contribute to ensure high levels of learning for all.

Participants in this session:

- Reflect on the change process and essential steps for building and enriching relationships.
- Consider the power of a guiding coalition to help deeply embed PLC processes and distribute leadership across a school or district.
- Examine their current reality and plan for next steps.

Janel Keating—*Session to be determined*

Session Descriptions – Day 3

KEYNOTE

Brian K. Butler—*Walking the Talk: Modeling the Way*

“Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect from others. They go first by setting the example through daily actions that demonstrate they are deeply committed to their beliefs” (Kouzes & Posner, *The Leadership Challenge*, 2012).

Brian Butler examines “Modeling the Way,” one of the five practices of exemplary leadership. He illustrates how he and his co-principal modeled the behaviors they expected of their staff and provides participants with an opportunity to reflect on their current practices and share ideas for growth.

Participants in this session:

- Learn about the exemplary leadership practice "Modeling the Way."
- Gain examples for modeling.
- Reflect on and examine how to strengthen their own personal practice of modeling.

KEYNOTE

Luis F. Cruz—*Embracing the Eight Skills Transformational Leaders Use to Change Adult Behaviors*

Leadership in K–12 educational institutions must begin to accept the reality that the public system we have inherited was never designed to address the diverse student populations we serve today. Therefore, systemic change aligned with adult behaviors will be necessary. Unfortunately, changing adult behaviors in schools and districts has proven to be a difficult task.

Are administrative and teacher leaders well equipped with the skills required to ethically and effectively initiate change in adult behaviors? What skills must educational leaders be prepared to utilize when faced with both logical and illogical resistance to change? Luis F. Cruz shares research regarding the requisite skills of transformational leaders.

Participants in this session:

- Gain a comprehensive definition of *leadership*.
- Examine the difference between logical and illogical resistance to change.
- Explore the skills leaders need to address logical and illogical resistance to change.