Agenda
Atlanta, GA • June 27–29

Wednesday, June 27

7:00–8:00 a.m.	Registration	Georgia Ballroom Foyer
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Rebecca DuFour *Creating and Protecting the Shared Foundation of a PLC at Work*	Georgia Ballroom 2
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	(See page 3)
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	(See page 4)
2:30–2:45 p.m.	Break	
2:45–3:40 p.m.	**High-Impact Talks by Principals**	(See page 5)
	Session A • 2:45–3:05 p.m.	
	Session B • 3:20–3:40 p.m.	

Thursday, June 28

7:00–8:00 a.m.	Registration	Georgia Ballroom Foyer
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Regina Stephens Owens *The Genius of* And*: Inspirational Cultures Sustained by Intentional Systems*	Georgia Ballroom 2
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	(See page 6)
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	(See page 7)
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Leadership Forums**	
	Elementary School Principals	Georgia Ballroom 3
	Middle School Principals	Georgia Ballroom 1
	High School Principals	Georgia Ballroom 2
	Aspiring Principals and Other School Leaders	C206

Friday, June 29

7:00–8:00 a.m.	Continental Breakfast	Georgia Ballroom Foyer
8:00–9:30 a.m.	**Breakout Sessions**	(See page 8)
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—Anthony Muhammad *Leadership Matters: Moving Beyond "PLC Lite" and Nurturing Full Commitment*	Georgia Ballroom 2

Agenda is subject to change.

Day 1 Breakout Sessions at a Glance

Wednesday, June 27 • 10:00–11:30 a.m.

Elementary (K–5)

Diane Kerr	
Teacher Excellence and Effectiveness: It's All in the Evidence	C203
Rebecca DuFour	
Leading and Supporting the Right Work of Collaborative Teams in a PLC at Work*	Georgia Ballroom 2

Middle (6–8)

Jasmine Kullar	
A PLC Principal Versus a Traditional Principal*	C206
Brig Leane	
Norms: The Driver of Effective Teams in the PLC Process*	C205

High (9–12)

Jack Baldermann	
Successful Implementation Ideas and Plans for Fledgling PLCs	Georgia Ballroom 1
Troy Gobble	
Using Your Mission and Vision as Leadership Tools	Georgia Ballroom 3

**** Session is appropriate for all levels.***

Day 1 Breakout Sessions at a Glance

Wednesday, June 27 • 1:00–2:30 p.m.

Elementary (K–5)

Rebecca DuFour	
Ensuring High Levels of Learning for All: Building Schoolwide Systems of Extra Time and Support	Georgia Ballroom 2
Diane Kerr	
Let's Celebrate!	C203

Middle (6–8)

Jasmine Kullar	
Teacher Leadership: The Vehicle to Student Success*	C206
Brig Leane	
Beginning With the End in Mind: From Just Starting to Model PLC School Status*	C205

High (9–12)

Jack Baldermann	
PLCs, Strategic Leadership, and Outstanding Results	Georgia Ballroom 1
Troy Gobble	
Tight on Culture, Loose on Rules: Lessons Learned From Working and Leading in Three Different PLCs	Georgia Ballroom 3

**** Session is appropriate for all levels.***

Day 1 High-Impact Talks by Principals

Session A • 2:45–3:05 p.m.
Session B • 3:20–3:40 p.m.

Jack Baldermann	
Why I Am Obsessed With SMART Goals and How They Drive Results*	Georgia Ballroom 1
Rebecca DuFour	
Effective Communication in a PLC at Work*	Georgia Ballroom 2
Troy Gobble	
I Hate Pants*	Georgia Ballroom 3
Diane Kerr	
Say What? Do *What*?*	C203
Jasmine Kullar	
Women in Leadership*	C206
Brig Leane	
Reduced Workload for Principals: Building an Effective Elected Building Leadership Team*	C205

**** Session is appropriate for all levels.***

Day 2 Breakout Sessions at a Glance

Thursday, June 28 • 10:00–11:30 a.m.

Elementary (K–5)

Diane Kerr	
Help! My Plate Is Overflowing	Georgia Ballroom 3
Lisa M. Reddel	
Culture Eats Structure for Breakfast: Developing and Sustaining the PLC	C203

Middle (6–8)

Jasmine Kullar	
Celebrating Our Staff: Creating an Effective Recognition Program*	Georgia Ballroom 1
Brig Leane	
Facilitating Collaborative Team Effectiveness Through Periodic Structured Reviews	C206

High (9–12)

Jack Baldermann	
Motivating Disengaged Students: Supporting Champions for Hope and Learning for All	C205
Troy Gobble	
Rethinking Administrative Meetings: How to Get the Most for Your Time	C201

All (K–12)

Regina Stephens Owens	
PLC Principles: Designing Systems and Developing Culture*	Georgia Ballroom 2

**** Session is appropriate for all levels.***

Day 2 Breakout Sessions at a Glance

Thursday, June 28 • 1:00–2:30 p.m.

Elementary (K–5)

Diane Kerr	
Does All Really Mean *All*? Attaining Achievement in Diverse Elementary Schools	C205
Lisa M. Reddel	
One Step Back, Two Steps Forward*	C203

Middle (6–8)

Jasmine Kullar	
How to Hire and Retain Great Teachers*	C206
Brig Leane	
The Six Products of Effective Teams	Georgia Ballroom 3

High (9–12)

Jack Baldermann	
Six Practical Tools and Two Proven Programs for PLC Success	C201
Troy Gobble	
How to Lead for Change: One School's Journey to Standards-Based Grading	Georgia Ballroom 1

All (K–12)

Regina Stephens Owens	
Super Leaders in Small Learning Environments Rock!*	Georgia Ballroom 2

* ***Session is appropriate for all levels.***

Day 3 Breakout Sessions at a Glance

Friday, June 29 • 8:00–9:30 a.m.

Elementary (K–5)

Diane Kerr	
Walking the Talk	C205
Lisa M. Reddel	
Think Big, Start Small: Moving From Getting Started to Model PLC School Status	C203

Middle (6–8)

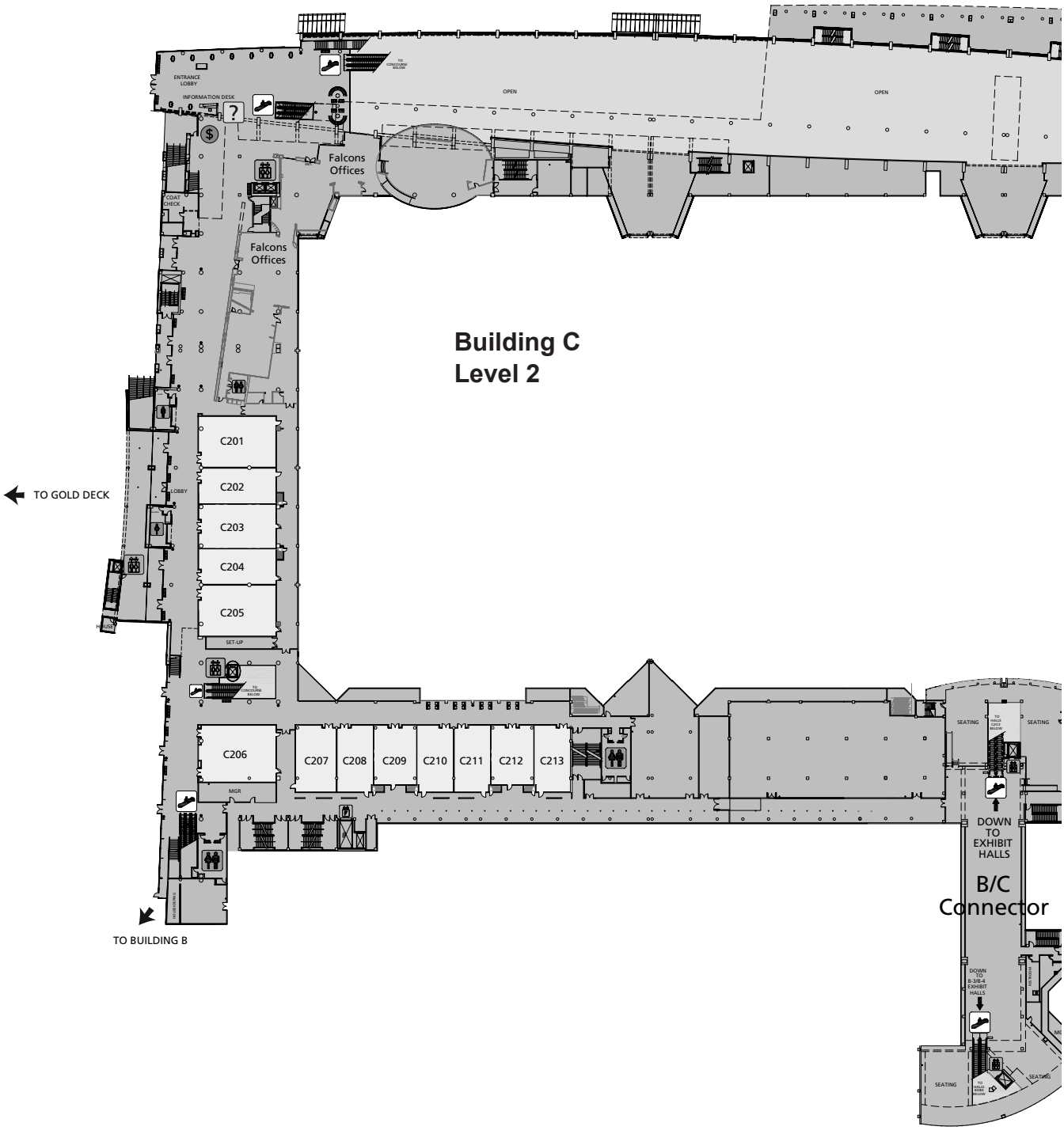
Jasmine Kullar	
Critical Conversations With Resisters, Fake Supporters, and the Eternally Crabby*	Georgia Ballroom 1
Brig Leane	
Putting All the Pieces Together: Life in a PLC School*	Georgia Ballroom 3

High (9–12)

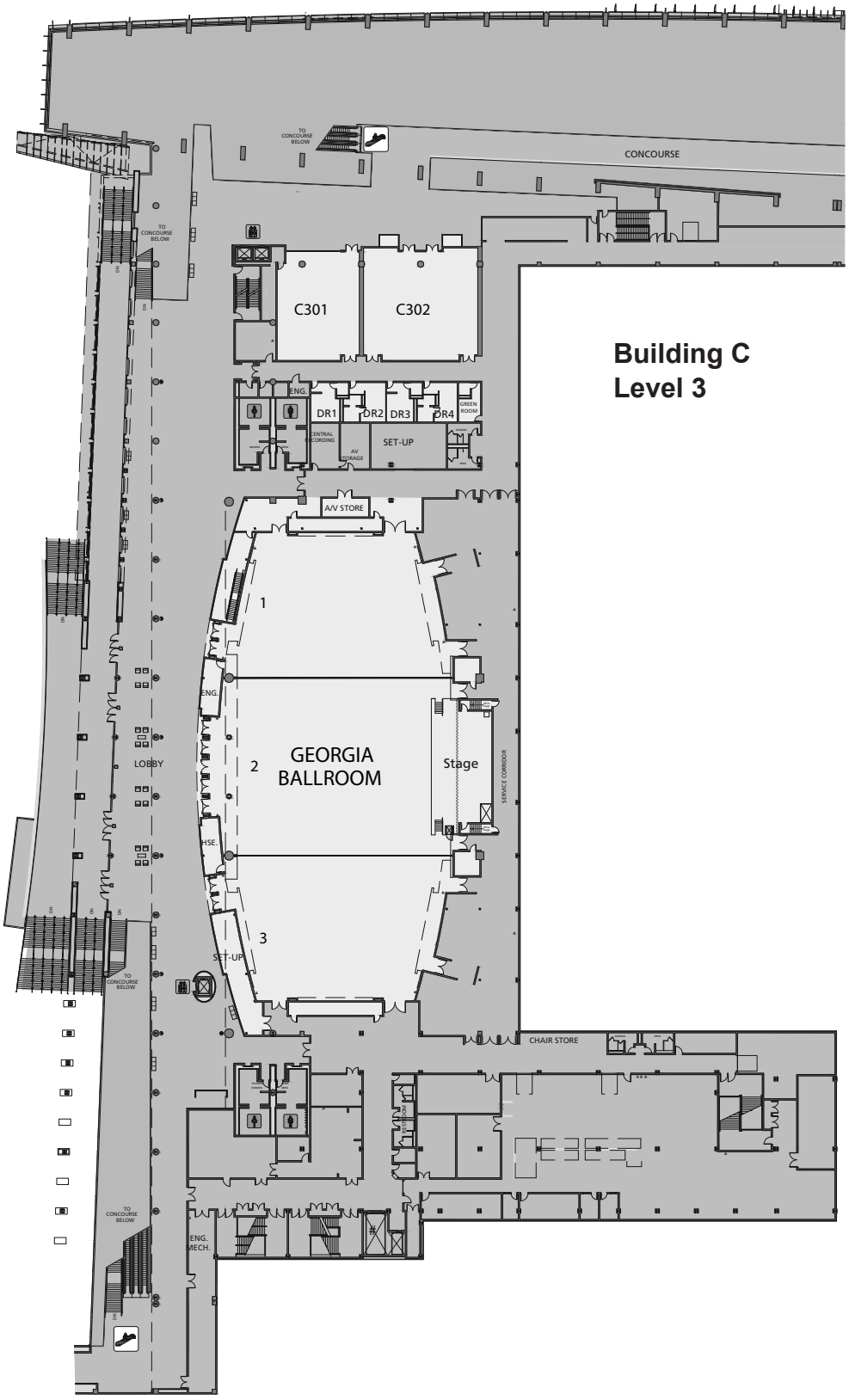
Jack Baldermann	
Motivating Disengaged Students: Supporting Champions for Hope and Learning for All	C206
Troy Gobble	
How to Lead for Change: One School's Journey to Standards-Based Grading	Georgia Ballroom 2

**** Session is appropriate for all levels.***

Georgia Ballrooms



Georgia Ballrooms



Keynote Session Descriptions

Rebecca DuFour

Creating and Protecting the Shared Foundation of a PLC at Work

The first step in the never-ending journey of continuous improvement of a PLC at Work is establishing a solid foundation for all subsequent efforts. This foundation rests on four pillars, each of which asks a particular question:

1. *Why* does our school or district exist, and what is our fundamental purpose?
2. *What* must we become as a school or district to fulfill that purpose?
3. *How* must each of us behave to create such a school or district?
4. *Which* targets will we pursue first and which initial steps must we take to reach them?

Becky DuFour leads participants through an examination of each question and ways to move educators' responses beyond rhetoric to a reality that shapes the culture of their schools and districts.

Regina Stephens Owens

The Genius of *And*: Inspirational Cultures Sustained by Intentional Systems

As a leader, your beliefs and organizational purpose affect building systems at all levels. How do leaders ensure that all practices and procedures are intentional and personify organizational beliefs?

Moving from compliance, coercion, and fear to cultures that are respectful, responsive, and reflective all begin with the *why*. This session dives into frameworks of intentionality—promoting leadership that encourages global dispositions, ensuring that students are prepared and that systems spur readiness for college, career, and life.

Learning outcomes include:

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

Anthony Muhammad

Leadership Matters: Moving Beyond "PLC Lite" and Nurturing Full Commitment

Twenty years ago, the first book on PLC at Work by Richard DuFour and Robert Eaker was published. The PLC at Work model has been celebrated and validated as the most promising way to improve student learning, yet so many schools remain stalled at the beginning stages of implementation.

Why does the reality of "PLC lite" still plague our profession? Without exception, the schools that use this model to successfully transform their practice have one thing is common: effective leadership. This session explores the keys to effectively transitioning a school or district into a model PLC.

Participants can expect to:

- Understand the leadership challenges and lessons learned from 20 years of PLC practice.
- Learn the difference between leadership behaviors that undermine and promote the purpose of a PLC.
- Gain practical strategies that will improve their ability to lead others through the change process and build consensus.

Day 1 Breakout Session Descriptions

Wednesday, June 27 • 10:00–11:30 a.m.

Elementary (K–5)

Diane Kerr

Teacher Excellence and Effectiveness: It's All in the Evidence

As PLC architects and practitioners, Richard DuFour and Mike Mattos note, "Both research and our own experience as principals have convinced us that this PLC process is more likely to improve instruction than classroom observations" (*Educational Leadership*, April 2013).

Each year, administrators spend tireless hours following a required system of teacher evaluations, observing lessons, writing up observations, and providing feedback to teachers with the purpose of improving that teacher's practice.

In this session, Diane Kerr explores a more effective process embedded in the PLC at Work concept that focuses on high levels of learning for students *and* educators. She shares examples from her own experiences and provides participants an opportunity to explore ways to adapt their current practices that will result in improved teacher learning.

Participants can expect to:

- Examine research related to teacher improvement.
- Explore how evidence of student learning is the key to teacher improvement.
- Reflect on their current reality and identify ways to simplify and embed their teacher evaluation process into the PLC at Work process.

Rebecca DuFour

Leading and Supporting the Right Work of Collaborative Teams in a PLC at Work

Powerful collaborative teams are the fundamental building blocks of a PLC and a critical component in building a collaborative culture. Organizing people into teams and providing time for collaboration are necessary steps on the journey. However, unless teams use that time to focus on the *right work*, collaboration will not lead to higher levels of student learning.

In this session, Rebecca DuFour elaborates on the *team learning process*, the specific work high-performing collaborative teams undertake to drive cycles of continuous improvement, and what principals can do to lead and support high-performing teams.

Middle (6–8)

Jasmine Kullar

A PLC Principal Versus a Traditional Principal

Leading PLC work requires certain leadership skills needed for today's principals. The school leader's job has changed drastically over the years to include a heavier focus on instructional and shared leadership while still having focus on managerial leadership. Principals must deal with day-to-day challenges of running a school, while at the same time keep the focus on PLC work.

Participants can expect to:

- Identify characteristics of a modern school leader.
- Explore tips and strategies needed for today's leader.
- Develop a strategic plan for implementing a PLC.

Day 1 Breakout Session Descriptions

Wednesday, June 27 • 10:00–11:30 a.m.

Brig Leane

Norms: The Driver of Effective Teams in the PLC Process

Most educators have seen norms that encourage staff to show up for meetings, keep distractions to a minimum, and end them on time. This session takes norms to the next level by illustrating how to drive highly effective collaborative teams toward true interdependence. Brig Leane shows examples of effective norms and non-confrontational strategies to apply them, such as norms for teams to work through conflict and to determine when teams would benefit from administrative support.

Participants learn:

- The difference between norms lite and norms heavy
- Methods for collaboratively reviewing and assessing the efficacy of norms
- How norms can drive the PLC process

High (9–12)

Jack Baldermann

Successful Implementation Ideas and Plans for Fledgling PLCs

Jack Baldermann provides innovative ideas and a step-by-step process for successful PLC implementation for educators whose schools are starting the PLC process or need a reboot. As a principal, Jack worked with his team to successfully develop PLCs in three schools, and he has consulted and supported effective PLC implementation at schools throughout the country. Participants can expect to receive practical information to launch or relaunch the PLC process and start designing a strategic plan to integrate PLC concepts.

Troy Gobble

Using Your Mission and Vision as Leadership Tools

Adlai E. Stevenson High School has a clear mission statement: *success for every student*. In this session, participants learn how to activate the mission and vision of their school to drive school improvement. Troy Gobble demonstrates how to embrace a culture of collective responsibility through staff collective commitments, administrative team structure, and communication methods.

Day 1 Breakout Session Descriptions

Wednesday, June 27 • 1:00–2:30 p.m.

Elementary (K–5)

Rebecca DuFour

Ensuring High Levels of Learning for All: Building Schoolwide Systems of Extra Time and Support

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 at high levels.

Participants examine strategies to collectively:

- Respond to the learning needs of each student in a timely, directive, and systematic way.
- Clarify the why, what, and how of schoolwide systems of intervention and extension.
- Consider schedules that support learning for all.
- Experience how common assessment results drive systems of intervention and extension.
- Assess their school's current response when students do learn and don't learn.
- Make an action plan to strengthen their school's system of intervention and extension.

Diane Kerr

Let's Celebrate!

"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'" (*Learning by Doing*, DuFour, DuFour, Eaker, Many, and Mattos, 2016).

In this session, Diane Kerr focuses on how celebrations are an important tool for sustaining the PLC at Work process and how celebrations build and maintain a positive school culture. She shares her own experiences of celebrating at Mason Crest Elementary School and explores ways that schools can recognize and celebrate improvement, effort, and achievement. Additionally, participants share their ideas and learn from one another.

Participants can expect to:

- Examine the importance of celebrations.
- Explore how to make celebration everyone's responsibility and ensure there are many winners.
- Gain practical and fun ideas for celebrations to use in their own schools.

Middle (6–8)

Jasmine Kullar

Teacher Leadership: The Vehicle to Student Success

School leaders need to spend time building and developing their teacher leaders because their leadership is vital to the school improvement process. Too often, we throw teacher leaders into their roles and expect them to lead, but many may not know how. Jasmine Kullar argues that teacher leaders' roles are more than just communicating information to departments on behalf of the principal. Jasmine discusses how teacher leaders are selected, what they're supposed to do, and how they receive training.

Participants can expect to:

- Discuss ideas to select teacher leaders.
- Create job descriptions for teacher leaders.
- Develop ideas for professional development of teacher leaders.

Day 1 Breakout Session Descriptions

Wednesday, June 27 • 1:00–2:30 p.m.

Brig Leane

Beginning With the End in Mind: From Just Starting to Model PLC School Status

This breakout is designed for new school leaders or for leaders whose schools haven't truly begun the PLC process. Participants examine how to lay the foundation and develop a focused road map to become a school where student and adult learning thrives. They examine the critical balance of culture and structure, learn the importance of sharing leadership with a guiding coalition, organize staff into collaborative teams, make decisions as a staff that represent consensus, and learn how to achieve quick wins to maintain momentum throughout the journey.

Participants in this session:

- Determine why schools should seek Model PLC School designation and how the application process can provide a road map for school improvement.
- Explore sharing leadership with a guiding coalition and learn how to organize staff, including singleton teachers, into high-performing collaborative teams.
- Develop an understanding of consensus and learn to lead an effective, collaborative decision-making process for schoolwide changes, such as master schedules, mission, vision, values, and goals to achieve learning for all.

High (6–8)

Jack Baldermann

PLCs, Strategic Leadership, and Outstanding Results

Jack Baldermann, 2017 Illinois Principal of the Year and 2018 Finalist for National Principal of the Year, shares specific programs, ideas, plans, and tools used to transform schools.

After four years of implementing PLC concepts, Westmont High School (a Title I school) became the most improved high school in Illinois in 2014 and 2015 with a graduation rate of 99 percent and a graduation rate of 100 percent for Latino and African American students. It also experienced double-digit increases on every NCLB exam, a dramatic reduction in suspensions, achievement of adequate yearly progress for the first time in seven years, and one of the most improved advanced placement programs in the country. Riverside Brookfield High School achieved similar results using PLC concepts and employing strategic leadership.

Participants gain:

- Specific strategies to implement PLC concepts that are proven to result in significant student achievement
- Practical tools to help establish a high-functioning PLC school
- Useful information and inspiration to improve students' academic performance

Troy Gobble

Tight on Culture, Loose on Rules: Lessons Learned From Working and Leading in Three Different PLCs

Three different schools, all working to create and foster PLCs, achieved very different results. What were the keys to success? Participants explore real school experiences to gain specific and practical strategies for improving the effectiveness of their collaborative work and building a PLC culture that is built to last.

High-Impact Talks by Principals

Session A • 2:45–3:05 p.m.
Session B • 3:20–3:40 p.m.

Jack Baldermann

Why I Am Obsessed With SMART Goals and How They Drive Results

In addition to quickly establishing the *why* of SMART goals, Jack Baldermann outlines specific actions to ensure the process leads to collaboratively built and passionately agreed-upon SMART goals.

The power of SMART goals lies in pulling together a cohesive team, bringing the shared mission, vision, and values to life, and celebrating the efforts that lead to increases in student achievement.

The process described in this talk led to an average graduation rate of 99 percent at Westmont High School, Illinois (a Title 1 school). The SMART goal process Westmont employs also led to increased state test scores and the most improved Advanced Placement program in Illinois and one of the most improved in the nation.

Rebecca DuFour

The Importance of Clear and Consistent Communication

In his bestselling book, *The One Thing You Need to Know* (2005), global researcher Marcus Buckingham contends the one thing leaders of any organization must know to be effective is the importance of clarity—clearly and consistently communicating:

- The purpose of the organization
- The primary clients it serves
- The future it is creating
- The indicators of progress it will track
- The specific actions members can take immediately to achieve its long-term purpose and short-term goals

During this high-impact talk, Becky DuFour provides and elaborates on a communications audit protocol designed to help educational leaders clearly and consistently communicate the three big ideas of schools that function as PLCs.

Troy Gobble

I Hate Pants

Pants… This ubiquitous staple in every wardrobe has been causing trouble in the lives of school leaders for years. We're all familiar with sayings like "There are ants in my pants!," "Put your pants on one leg at a time like everyone else!," "Smarty pants!," "By the seat of your pants!," and many more. This session explores the leadership lessons Troy Gobble learned through a lifetime of hate for this simple piece of clothing.

High-Impact Talks by Principals

Session A • 2:45–3:05 p.m.
Session B • 3:20–3:40 p.m.

Diane Kerr
Say What? Do *What*?
"Clarity precedes competence." Whether reading *Learning by Doing* (DuFour, DuFour, Eaker, Many, and Mattos, 2016) or attending a PLC at Work event, you will hear this phrase. Diane Kerr provides not only examples of why clarity of language and intent are important but also offers practical ideas on how to ensure clarity in your work.

This high-impact talk focuses on the idea that leaders must be very purposeful in how they express their expectations. They must be crystal clear with their communication and strategic in their behaviors as well so that teams in a school that function as a PLC at Work have the understanding and resources to do the right work. Yes, clarity *does* precede competence, and this talk helps to address the question, "How do you ensure competence?"

Jasmine Kullar
Women in Leadership
Although women have made such great strides in the workplace and in the field of education, they still have more work to do. Over 70 percent of the teachers in our country are women. However, men dominate school leadership positions. What traits or characteristics help women move up the ranks in education? This session shares the challenges women face in school leadership and how to overcome them to ensure successful careers in those leadership positions.

Brig Leane
Reduced Workload for Principals: Building an Effective Elected Building Leadership Team
Many decisions have to be made at a school, but the principal doesn't need to make them all. Participants learn how a structured and shared decision-making process can free up time, increase staff ownership in decisions, provide the tools for staff to solve problems collectively, and improve school culture.

Day 2 Breakout Session Descriptions

Thursday, June 28 • 10:00–11:30 a.m.

Elementary (K–5)

Diane Kerr

Help! My Plate Is Overflowing

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 PLC is to ensure high levels of learning for all students. Do the systems of support in your school truly align with this mission?

Diane Kerr shares examples of how her school, Mason Crest Elementary, challenged institutional practices that did not align with its mission and developed new practices that were aligned, as well as the process it followed for making those changes become reality.

Participants learn about an evaluation process to improve or abandon practices, such as the traditional practice of assigning homework, or expanding the program model—supporting students in the advanced academics program—to embrace all learners.

Diane helps leaders examine their school's current reality, identify practices that need to be reviewed for impact on student learning, and plan for next steps.

Lisa M. Reddel

Culture Eats Structure for Breakfast: Developing and Sustaining the PLC

Why focus on school culture? Culture influences the way people think, what they value, how they feel, and how they act. It is the most powerful source of leverage for bringing about change in any school. A culture can be simultaneously loose and tight. Finding the right balance is key.

Participants in this session:

- Examine how school cultures can reinforce or damage PLCs.
- Develop tools to assess the features of culture that support and encourage PLCs in schools.
- Discuss the leader's role in shaping culture and develop some action steps.

Middle (6–8)

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; they should be 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. 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.

Day 2 Breakout Session Descriptions

Thursday, June 28 • 10:00–11:30 a.m.

Brig Leane

Facilitating Collaborative Team Effectiveness Through Periodic Structured Reviews

Where principals spend their time indicates their priorities. While urgent issues arise daily, effective principals prioritize the "big rocks" of the year to ensure they are accomplished. In this session, principals learn the importance of scheduling and how to guide a biannual meeting with each collaborative team to help answer questions, evaluate team effectiveness in the PLC process, and set goals for team improvement. This ongoing process helps teams grow over time and stay focused on the right work.

Participants in this session:

- Examine an effective system designed to help leaders shape team culture through structured team meetings.
- Learn effective methods to facilitate discussions for team development over time.
- Identify how to customize support for collaborative teams.

<u>High (9–12)</u>

Jack Baldermann

Motivating Disengaged Students: Supporting Champions for Hope and Learning for All

Jack Baldermann shares the findings of leading researchers and practitioners in education, including new research based on more than 300 interviews with students identified as underperforming. He shows the results of specific programs that are making a substantial difference in student achievement and facilitates a discussion about how to reach and engage unmotivated students.

Participants in this session:

- Learn about and discuss current research and best practices in education that positively impact the lives of all students.
- Examine research on why students disengage from the learning process and what educators can do to help them become more successful.
- Explore ideas and solutions that work in harmony with PLCs.
- Gain information and strategies to implement at their schools or districts.

Troy Gobble

Rethinking Administrative Meetings: How to Get the Most for Your Time

Adlai E. Stevenson High School prides itself in building powerful curricular team collaboration experiences. In this session, participants focus on how to design administrative meetings to maximize the work of their teams and foster collaboration. Stevenson High School's team structure has enabled it to bring clarity and coherence throughout the school.

Day 2 Breakout Session Descriptions

Thursday, June 28 • 10:00–11:30 a.m.

All (K–12)

Regina Stephens Owens

PLC Principles: Designing Systems and Developing Culture

Whether in brick and mortar, blended, or virtual environments, leaders inspire and engage by designing systems to ensure high levels of achievement for all educators and learners. How do we bring clarity of the PLC process to all stakeholders and ensure continuous improvement? Where do we begin? How do we sustain it? What leadership behaviors promote the process and cultivate the culture? Regina Stephens Owens examines the processes and protocols from a leadership perspective and brings clarity to the journey.

Participants in this session:

- Examine their systems, structures, processes, and procedures through the lens of learning and impact on the organizational culture.
- Learn design tools and strategies to ensure high achievement outcomes for educators and learners.

Day 2 Breakout Session Descriptions

Thursday, June 28 • 1:00–2:30 p.m.

Elementary (K–5)

Diane Kerr

Does All Really Mean *All*? Attaining Achievement in Diverse Elementary Schools

Students come to school with widely varying home backgrounds, language experiences, special needs, and readiness for academic extensions. This immense responsibility cannot rest solely on the shoulders of a general education, English language development, special education, or advanced academics teachers. It is a collective responsibility. This session focuses on the systems and processes at Mason Crest Elementary school that allow for *all* students to learn at high levels while building the capacity of all teachers to effectively support the needs of a diverse student body through job-embedded professional development.

Outcomes include:

- Identifying specific schoolwide structures to support collaboration among all staff members
- Exploring various team meeting structures and purposes that enable teams to plan instruction, assess student learning, plan interventions for students who require additional time, and plan extensions for students who have already mastered the content
- Examining and identifying resources for building more collaboration at schools

Lisa M. Reddel

One Step Back, Two Steps Forward

Do you ever feel you're taking one step back, and two steps forward? With teacher turnover, repeated conversations, and constant professional development, how does a principal continue to lead, support, monitor, and ensure student learning and growth year after year?

Participants in this session:

- Review ways to keep teams organized, focused, and committed to continuous improvement.
- Provide the purpose, goals, and logistics to organize an induction process for all teachers new to the building.
- Develop action steps for the return to school.

Middle (6–8)

Jasmine Kullar

How to Hire and Retain Great Teachers

Hiring good teachers can be difficult. Retaining new teachers can be even more so. We spend a lot of time interviewing and selecting teachers, so it can be upsetting when they decide to leave. The impact of teachers leaving our schools takes a huge toll on our students and, therefore, student achievement. In this session, Jasmine Kullar reviews how to interview, hire, and retain quality teachers. Dr. Kullar participants review the many stressors new teachers face and offer solutions to minimize those stressors.

Participants can expect to:

- Identify good hiring and interviewing practices.
- Review factors that lead to teachers leaving.
- Identify solutions for retaining new teachers.

Day 2 Breakout Session Descriptions

Thursday, June 28 • 1:00–2:30 p.m.

Brig Leane

The Six Products of Effective Teams

Your collaborative teams believe in the PLC process, have tried a few things, and are ready to follow it with more structure. Teachers and administrators need clarity on what is expected, and this session addresses the question: What exactly should effective teams be producing? This session is not for educators brand new to the PLC process. It is for those who have already built some culture and experience with the process and now seek specifics. This session provides participants experience using the six products that guide effective collaborative teams through the PLC process and gives administrators insight into what they should track.

Participants learn:

- The six products that guide effective collaborative teams
- Whether their collaborative team is ready for these products
- How administrators can track products to determine which teams need more support

High (9–12)

Jack Baldermann

Six Practical Tools and Two Proven Programs for PLC Success

Jack Baldermann presents research-based ideas proven to have a positive impact on student learning. He provides detailed overviews about two intervention programs that have significantly decreased failure rates and increased student achievement.

Participants receive effective tools that may be implemented at little or no cost to:

- Better understand teams and get team members excited about the essential work of a successful PLC.
- Closely and accurately track student performance.
- Effectively strengthen and implement SMART goals, rubrics, and templates to support teams and help them monitor their progress and performance.
- Implement effective programs to reduce failure rates and increase graduation rates.

Troy Gobble

How to Lead for Change: One School's Journey to Standards-Based Grading

Adlai E. Stevenson High School has embarked on a five-year process to change how it grades and reports student success. This session describes the leadership choices and organizational steps required to undertake this massive change. In this session, participants reflect on upcoming changes in their own buildings and apply the presented ideas to their own practice.

Day 2 Breakout Session Descriptions

Thursday, June 28 • 1:00–2:30 p.m.

All (K–12)

Regina Stephens Owens

Super Leaders in Small Learning Environments Rock!

Teachers and leaders in small schools understand the need to seek solutions and recognize unique opportunities. Operating efficiently and effectively as contributing members of a learning community in innovative schools can offer challenges and opportunities. The process requires 1) applying design principles and a future-ready mindset in collaborating around common denominators, and 2) working with peers to improve professional practices and student learning while authentically engaging in the continuous improvement process. Regina Stephens Owens leads collaborative dialogue and coaches participants to support the work of leaders ensuring high levels of learning for all.

Participants in this session:

- Rethink how mission, vision, and values are being utilized to design school culture in support of learning.
- Explore the systemic changes, professional practices, and collective response leaders must develop and deploy to limit obstacles and leverage opportunities.
- Create a plan of action that supports a school in effectively utilizing the PLC philosophy.

Day 3 Breakout Session Descriptions

Friday, June 29 • 8:00–9:30 a.m.

Elementary (9–12)

Diane Kerr

Walking the Talk

"Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others. They go first by setting the example through daily actions that demonstrate they are deeply committed to their beliefs." (*The Leadership Challenge*, Kouzes and Posner, 2007) In this session, Diane Kerr leads the group in examining one of the five practices of exemplary leadership, Model the Way. She provides examples of how she and her co-principal, Brian Butler, 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 can expect to:

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

Lisa M. Reddel

Think Big, Start Small: Moving From Getting Started to Model PLC School Status

Where does a leader begin when seeking to become a Model PLC School? There is no recipe or quick fix. Every school begins in a different place and with different human resources, but every school can become a Model PLC School, a continuously improving organization that focuses on high levels of learning for all. This session provides practical examples for how to start.

Participants in this session:

- Acquire a toolkit of strategies to help with getting started.
- Identify and develop first action steps this school year.
- Examine the Model PLC School status application process.

Middle (6–8)

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 averse 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 why it is difficult to have critical conversations
- Recognizing why we may not achieve the desired outcome after having critical conversations
- Acquiring tips, techniques, and strategies to engage in effective critical conversations

Day 3 Breakout Session Descriptions

Friday, June 29 • 8:00–9:30 a.m.

Brig Leane

Putting All the Pieces Together: Life in a PLC School

No one would ever do a jigsaw puzzle if they couldn't see the picture on the top of the box. Schools need their own way to see the big picture.

This session shows leaders how to bring together a school vision, student awards, master schedules, teacher planning time, celebrations, staff communications, staff meetings, evaluations, interventions, professional development, and spending priorities for the purpose of learning for all. Participants review traits that teachers need from their principals.

Participants in this session:

- Explore the importance of developing a shared vision that staff can visualize.
- Discover how to focus the disparate activities of a school in the same direction.
- Learn several critical leadership traits essential to school improvement.

High (9–12)

Jack Baldermann

Motivating Disengaged Students: Supporting Champions for Hope and Learning for All

Jack Baldermann shares the findings of leading researchers and practitioners in education, including new research based on more than 300 interviews with students identified as underperforming. He shows the results of specific programs that are making a substantial difference in student achievement and facilitates a discussion about how to reach and engage unmotivated students.

Participants in this session:

- Learn about and discuss current research and best practices in education that positively impact the lives of all students.
- Examine research on why students disengage from the learning process and what educators can do to help them become more successful.
- Explore ideas and solutions that work in harmony with PLCs.
- Gain information and strategies to implement at their schools or districts.

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