# Agenda
## San Jose, CA • July 29–31

**Monday, July 29**

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|---|---|---|
| 6:30–8:00 a.m. | Registration | |
| | Continental Breakfast | |
| 8:00–9:45 a.m. | **Keynote**—Tim Brown<br>*Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process* | |
| 9:45–10:00 a.m. | Break | |
| 10:00–11:30 a.m. | **Breakout Sessions** | |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own) | |
| 1:00–2:30 p.m. | **Breakout Sessions** | |
| 2:30.–2:45 p.m. | Break | |
| 2:45–3:45 p.m. | **Panel Discussion**—*Presenters provide practical answers to your most pressing questions.* | |

**Tuesday, July 30**

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|---|---|---|
| 7:00–8:00 a.m. | Registration | |
| | Continental Breakfast | |
| 8:00–9:45 a.m. | **Keynote**—Mike Mattos<br>*Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools* | |
| 9:45–10:00 a.m. | Break | |
| 10:00–11:30 a.m. | **Breakout Sessions** | |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own) | |
| 1:00–2:30 p.m. | **Breakout Sessions** | |
| 2:30.–2:45 p.m. | Break | |
| 2:45–3:45 p.m. | **Team Time**—*Presenters are available to aid in your collaborative team discussions.* | |

**Wednesday, July 31**

| | | |
|---|---|---|
| 7:00–8:00 a.m. | Continental Breakfast | |
| 8:00–9:30 a.m. | **Breakout Sessions** | |
| 9:30–9:45 a.m. | Break | |
| 9:45–11:45 a.m. | **Keynote**—Anthony Muhammad<br>*Moving Beyond "PLC Lite": Nurturing Full Commitment to the PLC Process* | |

**Agenda is subject to change.**

# Breakouts at a Glance

| Presenters & Titles | Monday, July 29 | | Tuesday, July 30 | | Wednesday, July 31 |
|---|---|---|---|---|---|
| | 10:00–11:30 a.m. | 1:00–2:30 p.m. | 10:00–11:30 a.m. | 1:00–2:30 p.m. | 8:00–9:30 a.m. |
| **Tim Brown** | | | | | |
| Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset | X | | | X | |
| Raising Questions and Finding Answers in Our Grading Practices | | X | | | X |
| Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration | | | X | | |
| **Scott Carr** | | | | | |
| Learning Leaders: Creating a Personalized Professional Development Program | X | | | | |
| Earning Doesn't Always Equal Learning in Secondary Schools | | X | | X | |
| Innovation That Leads to Learning | | | X | | X |
| **Daniel Cohan** | | | | | |
| Building a Professional Learning Community at the High School Level | X | | | | |
| "It's Just Not Working for Me." Handling Resisters and Resistance | | X | | X | |
| Two Steps Forward, One Step Back: Continuous Improvement Through Challenges and Setbacks | | | X | | X |
| **Luis F. Cruz** | | | | | |
| English Learners and PLCs | X | | | | |
| I Like What I'm Hearing! So How Do We Initiate Our PLC Journey? | | X | | | |
| Remembering Rick DuFour: Embracing the "Tight and Loose" of the PLC Process | | | X | | |

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| Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn | | | | X | |
| I Am Sold on PLCs: Practical Tools and Directions to Be Successful | | | | | X |
| **Timothy D. Kanold** | | | | | |
| Heartprint: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life! | X | | | | X |
| The PLC Life Adventure of Central Office and School-Site Leadership! | | X | | | |
| Your K–12 PLC Mathematics Focus: Great Instruction and Tasks! | | | X | | |
| Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading! | | | | X | |
| **Mike Mattos** | | | | | |
| The Essential Work of Teacher Teams in a Professional Learning Community | X | | | | |
| Guiding Principles for Principals: Tips and Tools for Leading the PLC Process | | X | | | |
| Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools | | | X | | |
| Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools | | | | X | |
| Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions | | | | | X |
| **Anthony Muhammad** | | | | | |
| Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn | X | | | | |
| Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change | | X | | | |

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| Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey | | | X | | |
| Collaboration Is a Lifestyle, Not a Meeting! | | | | X | |
| Getting Started: Building Consensus and Responding to Resisters | | | | | X |
| **Maria Nielsen** | | | | | |
| The 15-Day Challenge: Win Quick, Win Often! | X | | | | X |
| Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning | | X | | | |
| Help Our Team! Working Together to Solve Common Team Challenges | | | X | | |
| Common Assessments: The Key to Uncommon Results for Student and Teacher Learning | | | | X | |
| **Regina Stephens Owens** | | | | | |
| What Do We Want Students to Learn? Critical Thinking, Cool Technologies, and Global Competencies | X | | | | X |
| Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning | | X | | | |
| All for One: A Community of Singletons Wired by Relevance and Results | | | X | | |
| The Why Effect: Intentional Systems Drive Inspirational Cultures | | | | X | |
| **Sarah Schuhl** | | | | | |
| Focusing Teams and Students With Learning Targets | X | | | | |
| Creating Common Assessments for Team and Student Learning | | X | | X | |
| Data, Data, Data: What Do Teams Need? What Do Teams Do With It? | | | X | | |

| Jason Williams | | | | | |
| --- | --- | --- | --- | --- | --- |
| The 3Cs of Data | X | | | | |
| Learning Walks: A Catalyst to Collaborative Culture | | X | | X | |
| Becoming the David Bowie of Education: Coaching Through the Ch-ch-changes | | | X | | X |

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# Session Descriptions

## Tim Brown

**[KEYNOTE] Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process**

This keynote is a call to action to energize individual and collective efforts to create schools of high expectations through the PLC process. In 1997, University of Tennessee researchers S. Paul Wright, Sandra P. Horn, and William L. Sanders reported, "As a result of analyzing the achievement scores of more than 100,000 students across hundreds of schools, the conclusion is that the most important factor affecting student learning is the teacher." More recent studies by Dr. John Hattie have concluded that not only are teachers the key contributors to student learning, but their impact is most profound when they work together to evaluate their effect on student learning. To attain high achievement in every classroom, unsurpassed collaboration must become a school's priority.

Tim Brown sets the stage for the next two and a half days of learning by discussing the three big ideas of the PLC at Work process, their connection to beliefs and practices, and what it means to commit to a focus on learning, to work collaboratively, and to be accountable to a school's mission, vision, values, and goals.

**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 from this session 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

## Scott Carr
**Learning Leaders: Creating a Personalized Professional Development Program**
In order to lead learning, educators must first commit to being learning leaders. Teachers and administrators must constantly grow their craft to have the greatest impact on student learning. Scott Carr provides creative ways to design job-embedded professional learning opportunities for all staff. Participants look at systems such as micro-credentialing, walkthroughs, externships, and co-teaching to support ongoing learning and developing teacher leaders in their schools. The power of collaboration and a focus on learning allow educators to escape from one-size-fits-all professional development and shift to personalized professional learning.

Outcomes for this session include:
- Reviewing research on the impact professional learning has on student achievement
- Discovering various ways to develop a culture of personalized professional learning in schools
- Exploring various programs that can be used to create job-embedded opportunities for professional learning

**Earning Doesn't Always Equal Learning in Secondary Schools**
Like Mario running through a Nintendo game, students spend a great deal of their time in school chasing points and prizes. How many times have teachers heard, "How much is this worth?" or "What extra credit do you offer?" Are points the currency for learning in your classroom? Do your grades truly reflect what students have learned, or do your grades show what they have completed? Participants look at alternative ways to motivate students to be learners and creators rather than point gatherers and explore how PLC teams can support true growth and learning through the use of evidence-based grading and effective feedback strategies.

Outcomes for this session include:
- Reflecting on current practices and comparing them to the research behind best practices
- Exploring how great feedback can promote learning and student success
- Learning how an evidence-based approach can engage students in their learning

**Innovation That Leads to Learning**
Often the term *innovation* is synonymous with technology and digital tools. True innovation comes when we enhance an experience by thinking differently and believing differently. To improve students'

learning experiences, we have to think and believe differently about the learning process. Participants in this session look at two specific strategies—project-based learning and design thinking—to create engaging experiences that challenge and motivate students to create and discover. Participants also make connections between these methods and the context of collaborative practices in a PLC to create a powerful learning experience for all students.

Outcomes for this session include:
- Exploring the basic structures of project-based learning experiences and design thinking frameworks
- Brainstorming project ideas that tie into essential content outcomes
- Using the leverage of PLC collaboration to support project-based learning and innovative teaching ideas

## Daniel Cohan
**Building a Professional Learning Community at the High School Level**
American high schools are charged with being comprehensive *and* individually focused, serving as the center of the community *and* as a springboard into postsecondary opportunities for students. How can principals and staffs meet these expectations while increasing learning and achievement for all students? Modeling exemplary PLC high schools with strong RTI structures is the best hope. Daniel Cohan draws on his experience as a teacher, principal, central administrator, and consultant for high schools of various sizes, demographics, and philosophies to guide staff and administrators in their PLC and RTI journeys.

Learning outcomes for this session include:
- Creating demand for, and collective ownership of, a PLC culture at the high school level
- Empowering all staff, including singletons, to work effectively in a PLC culture
- Examining high school schedules and structures for collaboration, systemic interventions, and enrichment
- Developing tools, techniques, and timelines to implement in classrooms and schools

**"It's Just Not Working for Me." Handling Resisters and Resistance**
Do these statements sound familiar: *This doesn't apply to me—we collaborate all the time; I'm already working too hard; My team doesn't work well together; Oh yeah, we do that; I need more training*? Collaborative teams are the fundamental structures of professional learning communities, and those who lead PLCs often face individual or group resistance that manifests in numerous ways.

Participants in this session:
- Explore *loose* and *tight* leadership with individuals and teams.
- Understand how changing behaviors leads to changing culture.
- Develop effective strategies to address resisters and resistance.
- Learn ways to counter passivity and inaction.

**Two Steps Forward, One Step Back: Continuous Improvement Through Challenges and Setbacks**
Like cultivating a healthy garden, establishing and sustaining a highly effective PLC requires preparation, perseverance, and continuous nurturing and monitoring. Ongoing challenges and other variables inevitably arise, leading to possible setbacks, derailment, or paralysis. Leading PLCs is a delicate balance of simultaneously attending to culture *and* structure. Participants in this interactive session share their stories and learn from one another about how to maintain momentum on their PLC journeys.

As a result of this session, participants:
- Gain clarity on their current PLC reality.
- Focus on staying the course and maintaining the essential elements of an effective PLC.
- Learn ways to change the culture by changing behaviors.
- Understand the importance of clear team structures, roles, and responsibilities.
- Explore examples from schools that have overcome common obstacles and setbacks.

# 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 that defines a school's fundamental purpose of learning for every student.

Participants discover how:
- Teacher-led task forces 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 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 in this session 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 from this session 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

**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 in this session 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 in this session 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

# Timothy D. Kanold
**Heartprint: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!**
Within the culture of a PLC school, the relational expectations, give and take, and sometimes chaotic noise of daily interactions can be overwhelming and exhausting. By understanding one's daily heartprint, educators are better able to inspire, engage with, and influence students and colleagues season after season.

Timothy D. Kanold draws from the wisdom of his book *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018 IPPY Gold Medal winner) to provide research, insights, and tools from thought leaders inside and outside education. He examines ways for all educators to lead high-energy, happy, and well-balanced PLC professional lives each and every day.

Participants can expect to:
- Examine the H and the E elements of their HEARTs: 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 reflect upon, pursue, and sustain a well-balanced, high-energy personal and professional life that can positively affect students and colleagues.

**The PLC Life Adventure of Central Office and School-Site Leadership!**
School-site or central office PLC leaders face the challenge of leading others into the great adventure of the PLC life. Yet, they also must weave through and around obstacles that prevent full, ongoing implementation of the PLC life in their programs, schools, or districts.

Timothy D. Kanold bases this session on chapter 29, "The Great Adventure," from his best-selling, award-winning book *HEART! Fully forming Your Professional Life as a Teacher and Leader* (2018). He reveals the practical nature of school leadership and how administrators can become heroes within their own PLC adventures.

Dr. Kanold invites participants to identify primary barriers that prevent full implementation of the PLC life. He then facilitates dialogue to help them find meaningful solutions.

Dr. Kanold indicates, "As we become fully formed professionals, we tie our workplace heartprint to the vision and results of our effort in order to promote coherence—and celebrate the difficult daily work of others."

Participants learn how to:
- Lead, create, and inspire the great adventure of the PLC life.
- Help others eliminate barriers and then measure the impact of their daily actions on the PLC life.
- Avoid chaos, disorganization, and randomness that can prevent the coherence needed for full implementation of the PLC culture.

**Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!**
Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower-level- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction. This session is based on his book *Mathematics Instruction and Tasks in a PLC at Work* from Solution Tree's *Every Student Can Learn Mathematics* series (2018).

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

Participants use the PLC mathematics lesson-design model to:
- Define the difference between relevant and meaningful mathematics.
- Consider the effective use of prior knowledge and academic vocabulary activities.
- Examine the balanced use of lower-level- and higher-level-cognitive-demand tasks during class.
- Consider the balanced use of in-class student discourse as part of formative assessment feedback when students get stuck during the lesson.

**Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!**
Timothy D. Kanold explores how mathematics assessment and grading can either inspire or destroy student learning. This session is based on *Mathematics Assessment and Intervention in a PLC at Work* and *Mathematics Homework and Grading in a PLC at Work* (2018). Both are from Solution Tree's *Every Student Can Learn Mathematics* series.

Dr. Kanold reveals eight research-affirmed criteria for creating high-quality unit assessments (quizzes and tests) and the accurate scoring of those assessments. Participants also reflect on and answer the formative question "Now what?" when an assessment is returned to students. The session ends with a brief discussion about research-affirmed criteria for high-quality mathematics homework routines and practices.

Participants in this session:
- Use high-quality mathematics assessment-design criteria for evaluating the quality of current quizzes and tests.
- Develop a protocol for the accurate scoring of all quizzes and tests.
- 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.

## Mike Mattos
**[KEYNOTE] 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 educational myths that are holding us back.

Outcomes from this session 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

**The Essential Work of Teacher Teams in a Professional Learning Community**
Teacher teams are the engines that drive the PLC at Work process and student learning, but only if they focus on the right work. This session uses the book you've been given, *Learning by Doing: A Handbook for Professional Learning Communities at Work* (Solution Tree Press, 2016), to break down exactly what highly effective teacher teams do with their precious collaboration time. Mike Mattos, one of the book's coauthors, shares valuable tools and practical examples.

Participants in this session:
- Understand how the four critical questions of the PLC at Work framework drives teacher team collaboration.
- Experience how teams use common assessment data to improve instruction and target interventions.
- Learn how to use specific tools to assist teams with the right work.
- Assess their current reality and leave with next steps.

**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.

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

Participants examine strategies and structures to collaboratively:
- Examine core beliefs.

- Utilize resources (human, material, and temporal) to meet the needs of all learners, including developing a schedule to ensure that intervention is timely, systematic, and directive.
- Utilize data to drive intervention, with a focus on progress monitoring to drive actions.
- Examine the most common RTI mistakes.
- Review a tool for assessing the progress and opportunities for the district, school, or team in considering interventions.

**Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools**
Identifying which students need help is not the biggest obstacle most secondary schools face in providing interventions; it is how to schedule the time needed to provide that help during the school day. This session provides real examples from a high-performing school showing how it creates 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 teachers' contractual obligations.

**Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions**
Many schools and districts state in their mission the objective of creating "lifelong learners." Because today's average high school graduates will change *careers* at least four times by the age of 40, ensuring that all students master the skills and behaviors needed to guide their future learning is essential to ensuring their future success. A study of highly effective, learning-progressive schools across the world has found that these schools share two common elements: they operate as high-functioning professional learning communities with well-implemented RTI structures, and they promote student agency in the learning process.

Mike Mattos discusses how to build a highly effective school where students are engaged in personalized learning experiences and empowered to take ownership of the four critical questions of the PLC at Work process.

Outcomes include:
- Discussing the essential knowledge, skills, and behaviors required to "future-proof" our students
- Defining how to create collaborative teacher teams within the PLC at Work framework and foster teacher trans-disciplinary skills and behaviors
- Discovering how to use the four critical questions of a PLC to form pathways and progressions for personalized learning in the classroom
- Learning how schools utilize the RTI process to ensure every student develops student agency and personalized learning opportunities required to thrive in a global economy

## Anthony Muhammad

**[KEYNOTE] Moving Beyond "PLC Lite": Nurturing Full Commitment to the PLC Process**
Thirty years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. 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 this reality of "PLC lite" still plague our profession 20 years later? Without exception, schools that use this model to 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.

Outcomes from this session include:
- Understanding leadership challenges and lessons learned from 20 years of PLC practice
- Learning the difference between leadership behaviors that undermine and those that promote the purpose of a PLC
- Exploring practical strategies that improve participants' ability to lead others through the change process and build consensus

**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 holds 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

**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 these 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 have decided to move forward?

Outcomes from this session 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.

**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. This session is based on a forthcoming book by the same title (Solution Tree Press, 2019) coauthored by eight educators with a wide range of backgrounds and experience in all levels of education.

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.

**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 assessments in common 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 to effectively use common assessments across grade levels and departments and illustrates practical strategies for implementing and using assessments to substantially improve student and adult learning.

Participants in this session:
- Examine the benefits of using common assessment as a grade level or department.
- Understand the balance between formative and summative assessments.
- Gain formative assessment tools to increase student and adult learning.
- Discover quick and easy ways to look at data and drill down to individual students.

## Regina Stephens Owens

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

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

Participants in this session:
- Evaluate technologies using Bloom's taxonomy.
- Explore technologies that support critical thinking skills.
- Examine global competencies: empathy, perspective, communication, and advocacy.
- Discuss various web resources and how to implement them effectively to ensure content knowledge and global competencies.

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

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

Participants in this session:
- Examine ways to focus on results through the lens of data.
- Obtain tools, tips, and templates proven to impact team and student learning.
- Learn strategies to accomplish SMART goals that promote and enhance learning while focusing on a growth mindset.
- Learn strategies to move from data to demonstration of learning.

**All for One: A Community of Singletons Wired by Relevance and Results**

Singleton teachers are accustomed to seeking solutions and understanding unique opportunities. Operating efficiently and effectively as contributing members of a professional learning community can be challenging. Team members must collaborate around common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC process. Regina Stephens Owens discusses collaboration around best practices and how to design action plans that support the work of schools and singleton teachers in a PLC.

Outcomes from this session include:
- Discovering ways to overcome specific challenges that face singleton teachers in small schools by connecting all stakeholders to learning goals
- Exploring solutions that leverage success for educators and learners by gaining deeper understanding of interdependence
- Creating a plan of action that supports high levels of learning by ensuring singleton teachers function effectively in the PLC process

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

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

# Sarah Schuhl
## Focusing Teams and Students With Learning Targets
How can students articulate what they are learning? How can assessments be created to determine whether students are learning? Learning targets bring clarity to students and teachers about outcomes expected in each course or subject area. Participants in this session gain insight about writing clear learning targets from standards. Sarah Schuhl discusses strategies for using learning targets to help students self-assess their progress and for collaborative teams to create and analyze common assessments.

Outcomes from this session include:
- Examining how to write effective learning targets
- Developing strategies for using targets to involve students in their learning
- Discovering ways to create and analyze tests using learning targets

## Creating Common Assessments for Team and Student Learning
Common assessments help students and teachers answer the second critical question of a PLC, "How do we know if students learned it?" What is the purpose of each assessment? How can they be used to help students identify what they have and have not yet learned? Participants explore considerations for writing quality common assessments and using them to involve students in their learning.

Outcomes from this session include:
- Understanding a balanced assessment system
- Exploring considerations for item types to include on common assessments
- Learning how to use common assessments to help students self-reflect

**Data, Data, Data: What Do Teams Need? What Do Teams Do With It?**
The third big idea of a professional learning community is to focus on results. How do collaborative teams use data to 1) make informed decisions about assessment and instruction, 2) determine whether or not students have learned, and 3) involve students in the learning process? Participants in this session explore ways to collect and organize data and consider how to respond to the results obtained. They also learn a protocol for analyzing assessment data in a PLC team.

## Jason Williams
**The 3Cs of Data**
What if a principal or teacher is not familiar with data reports? What if
teams are not comfortable openly talking about their data? How do we make sure
teams stay focused and accurately analyze the data—and take appropriate action?
There's more to analyzing student data than just the mathematics. Participants in this session further develop their understanding of using data to inform decision making, explore how PLCs can work toward a healthy data culture, build the data capacity of their staff, and establish a clear structure for data conversations.

Outcomes from this session include:
- Discussing the power and limitations of different types of student data analysis
- Describing the interconnectedness of data culture, data capacity, and data conversations
- Exploring ways to incorporate the 3Cs of data into your PLC work

**Learning Walks: A Catalyst to Collaborative Culture**
The shared learning experience of teachers observing other teachers can be a powerful way to strengthen the collaborative culture in a PLC. Learning walks provide a way to keep this experience non-evaluative, while collecting a different kind of data across the school. Participants in this session explore a type of learning walk protocol that differs from more traditional experiences by focusing on the observers, rather than the observed, leading to reflective conversations.

Outcomes from this session include:
- Exploring a learning walk centered around teachers collecting
- common data across a system to improve their personal practices
- Experiencing a firsthand walkthrough of a learning walk protocol
- Identifying how learning walks can help build a strong collaborative culture

**Becoming the David Bowie of Education: Coaching Through the Ch-ch-changes**
One thing in education that is seemingly constant is change. During change, some thrive, some jive, and some barely stay alive. In this session, participants explore some of the science related to change. They learn ways to identify the needs of those "under pressure" so they can provide appropriate

support and make them feel more like "heroes." Participants leave this session with concrete tools to navigate conversations with those who are resisting "changes."

Outcomes from this session include:
- Becoming familiar with the Concerns-Based Adoption Model (CBAM)
- Exploring ways to apply the *ask* construct to supportive conversations
- Identifying ways to strengthen a culture that collectively leans into changes