

Agenda

Hot Springs, AR • July 17–19

Wednesday, July 17

6:30–7:55 a.m.	Registration	
	Continental Breakfast	
7:55–9:45 a.m.	Keynote —Tim Brown <i>Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process</i>	
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.	

Thursday, July 18

7:00–7:55 a.m.	Registration	
	Continental Breakfast	
7:55–9:45 a.m.	Keynote —Timothy D. Kanold <i>Coherence and Culture: Embracing the Why and the How of the PLC Life!</i>	
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.	

Friday, July 19

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 <i>Moving Beyond “PLC Lite”: Nurturing Full Commitment to the PLC Process</i>	

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Wednesday, July 17		Thursday, July 18		Friday, July 19
	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		
Brian K. Butler					
What About Us? The PLC at Work Process in Early Childhood	X				
Collaborating in the Core in Elementary Schools		X			
Ensuring Teams Engage in the Right Work			X		X
Convergent Assessment: Producing High Levels of Student and Adult Learning				X	
William M. Ferriter					
Digital Tools for Differentiation	X				
Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher		X		X	
Integrating Opportunities for Student Self-Assessment in Your Classroom			X		X

Heather Frizziellie					
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Developing a Culture of Shared Learning Expectations: Bringing Critical Question One to Life on a Team				X	
Protocols for Results: Turning Data Into Information					X
Chris Jakicic					
Too Much to Teach, Too Much to Learn	X				
Simplifying Assessment Design		X		X	
Writing Quality Questions for Common Formative Assessments			X		X
Brandon Jones					
Abandoning Archaic Practices: Motivating and Preparing Generation Z Students	X			X	
Help Our Team! Working Together to Solve Common Team Challenges		X			X
More Than a Mission Statement: Unifying PLC and RTI to Guarantee Learning for All			X		
David Jones					
Developing a Guaranteed and Viable Curriculum: Applying a Schoolwide Focus to Improve Results	X		X		
Leadership Matters: How Central Office and Site Leaders Improve Districtwide Results in a PLC		X			
How to Respond When Students Don't Learn: Developing a Schoolwide System of Interventions at the Elementary Level				X	X

Timothy D. Kanold

Heartprint: Living a Fully Engaged, High-Energy, We'll-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	

Diane Kerr

The Misunderstood and Often Forgotten Pillar: Collective Commitments	X			X	
Answering Question One Through the Eyes of an English Learner		X			X
Let's Celebrate!			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			
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

Steve Pearce

The Collaborative Team: The Engine That Drives the PLC Process	X				X
PLC Scheduling 101: Take Control of Your Schedule		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			X		
Flip My School: Keys to PLC Leadership and Change				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

Brian K. Butler

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

For years, schools have focused on implementing the PLC at Work process in their K–12 systems, and many preschool programs want to know how to make this process work for their schools and children, too. Brian K. Butler, former principal of the 2016 DuFour Award-winning Mason Crest Elementary, discusses how his former school adapted the PLC model for its preschool students. By implementing collaborative and data-driven processes of PLCs, Mason Crest Elementary combined a preschool special education class with a general education preschool Head Start class and dispelled the myth that students with early learning challenges could not only achieve developmental milestones, but even exceed them.

Outcomes from this session include:

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

Collaborating in the Core in Elementary Schools

It is critical that every student receive high-quality instruction from the outset to meet the goal of academic achievement for all. To ensure high-quality Tier 1 instruction for students, adult learning in a school needs to be intentional and inclusive. How is professional development viewed in your school? Is it a one-shot, sit-and-get lecture, a one-time workshop, or a multifaceted approach? The overriding question for teachers and administrators is, How do we ensure high-quality Tier 1 core instruction and learning for all students through focused, collective, ongoing, and job-embedded professional development?

Participants in this session can expect to:

- Understand the importance of building a common language, common knowledge, and common expectations around job-embedded professional development through structured, whole-staff learning opportunities.
- View the process and purpose of involving all staff (culture) in building (structure) common collaborative time into the master schedule.
- Understand the purpose and importance of planning grade-level team meetings and having the opportunity to see some of these teams in action.
- Examine a lesson plan model that focuses on differentiation in Tier 1.
- Explore the idea of co-teaching and the four models that allow staff to continue learning and reflecting together in real time.

Ensuring Teams Engage in the Right Work

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

Outcomes for this session include:

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

Convergent Assessment: Producing High Levels of Student and Adult Learning

Within the team-teaching assessment cycle, the need for ongoing checks for understanding and administering team-developed common formative assessments and end-of-unit assessments for every essential standard cannot be understated. Perhaps more importantly, the need for teacher teams to collaboratively analyze results and collectively respond gives students and teachers the most powerful opportunity to learn at high levels. Collaborative teams identify what is essential for students and create common assessments to target each skill, but teams need to use data in a laser-like manner. This means diving deep and, in doing so, teachers can find the pearls that inform their practices.

Participants in this session:

- Understand the two levers of learning that are activated when highly effective teacher teams answer the second critical question of a PLC.
- Use a data set and protocol for examining assessment information that target interventions and extensions and identify effective teaching strategies.
- Explore these questions: How do we respond when students haven't learned? How do we extend learning for students who are proficient? Which teachers are showing effective practices that colleagues could learn from? Where did the team struggle and what are we going to do about it?
- Assess their school's or team's current reality in judging the quality of student work and using team-developed common formative assessments to monitor each student's attainment of essential learning outcomes.

William M. Ferriter

Digital Tools for Differentiation

If schools are truly working to ensure success for every student, learning experiences must be differentiated to meet the needs of individual students. The challenge, however, rests in making differentiation doable. While few teachers doubt the importance of differentiating, many struggle to make customized learning spaces a reality.

In this presentation, Solution Tree author and full-time classroom teacher Bill Ferriter introduces participants to a range of digital tools that can be used to:

- Track progress by student and by standard in a differentiated classroom.
- Provide structure for differentiated classrooms.
- Facilitate initial attempts at remediation and enrichment in a differentiated classroom.

Small Schools and Singletons: Structuring Meaningful Professional Learning Teams for Every Teacher

The PLC concept resonates with most educators, but making collaborative learning work in small schools or for singleton teachers can be challenging. In this session, participants explore four different models for creating meaningful professional learning teams for singletons and teachers in small schools: 1) the creation of vertical teams studying skills that cross content areas, 2) using interdisciplinary teams to focus on addressing the engagement levels of at-risk students, 3) designing class loads that allow teachers to teach the same subjects, and 4) using electronic tools to pair teachers with peers working in the same subject area.

Participants in this session:

- Discuss common structural barriers that make collaboration more difficult for singleton teachers or teachers in small schools.
- Examine four potential models for creating meaningful professional learning teams for singleton teachers or teachers in small schools.
- Develop the beginnings of an action plan for incorporating singleton teachers or teachers in small schools into the PLC process.

Integrating Opportunities for Student-Self Assessment in Your Classroom

School assessment experts Rick Stiggins and Jan Chappuis once argued that creating opportunities for students—particularly those who struggle academically—to collect evidence that they are making progress toward mastering important outcomes is a moral imperative that we simply cannot ignore. “Are we skilled enough,” they wrote, “to use classroom assessment to either keep all learners from losing hope to begin with or to rebuild that hope once it has been destroyed?” Their point was clear: In grade-driven spaces, many students never have the opportunity to feel successful in school.

That point resonated with Solution Tree author and sixth-grade classroom teacher Bill Ferriter, who had always been dissatisfied with the grade-driven work being done in his classroom. This session introduces participants to the tangible steps Bill has taken to integrate opportunities for self-assessment into his classroom in an attempt to ensure that every student has the chance to see themselves as capable learners.

Participants in this session:

- Discuss the important role self-assessment plays in learning.
- Explore simple self-assessment behaviors that can be integrated into any classroom.
- Learn about common challenges in integrating student self-assessment into the classroom.

Heather Frizellie

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.

Developing a Culture of Shared Learning Expectations: Bringing Critical Question One to Life on a Team

This session begins by laying the groundwork for committing to the “why” of a guaranteed and viable curriculum, before delving into a process of prioritizing and unpacking. Then, participants engage in the process—starting at the standards level—of using a team protocol to deeply understand, prioritize, and pace the learning standards into a meaningful progression that leads to student mastery. Participants then apply this learning to a data set to see how teams answer all four critical questions, keeping student mastery of the essential standards as the focus.

Outcomes from this session include:

- Exploring essential elements of a guaranteed and viable curriculum for *all*
- Applying a protocol for unpacking and prioritizing units at the team level, including scaffolding instructions to ensure success for all
- Connecting the four critical questions through the use of a data protocol to experience and deeply understand the work of collaborative teams

Protocols for Results: Turning Data Into Information

Is your system overwhelmed with data? Using protocols to transform data into information is an efficient and effective way to achieve improved results. Participants examine tools that empower teams to use data to drive instruction and impact student learning and also identify specific processes to meet district needs.

Participants in this session:

- Briefly review research related to data-driven decision making.
- Explore multiple protocols for data analysis.
- Reflect on their school or district's current reality, while identifying tools that can be used or modified to meet specified needs.

Chris Jakicic

Too Much to Teach, Too Much to Learn

What do we want our students to know and be able to do? This question serves as the foundation for the work of a PLC and guides teams on what to assess and respond to. Chris Jakicic shows why identifying essential standards is necessary to having a guaranteed and viable curriculum and to increasing student achievement. Participants explore strategies teams can use to select essential standards and ways to use them in their work.

Simplifying Assessment Design

Common formative assessments written, administered, and used by collaborative teams can have a significant impact on student achievement. This session focuses on helping participants avoid making common mistakes in assessment design that often lead to misusing data in response to students' learning needs. Participants learn how to unwrap standards into learning targets and how to write an assessment plan to gain reliable data.

Participants in this session:

- Understand how unwrapping standards into learning targets improves the quality of formative assessments.
- Learn how to choose the right type of assessment to match the rigor of learning targets.
- Discover how to create an assessment plan that leads to a more valid and reliable assessment.

Writing Quality Questions for Common Formative Assessments

If educators base teaching decisions on assessment results, how do they know their assessment items provide accurate information? Participants explore ways to write items that translate into better information about student learning. In particular, they gain strategies for assessing more rigorous learning targets.

Participants can expect to:

- Become familiar with writing better-constructed response and multiple-choice questions to provide them with more accurate information about what students need next.
- Explore ways to choose or develop stimulus information to increase the rigor of an assessment item.
- Learn how to develop quality rubrics that score questions in a way that provides information to teachers, collaborative teams, and students.

Brandon Jones

Abandoning Archaic Practices: Motivating and Preparing Generation Z Students

We are currently preparing students for jobs that do not currently exist so they will be able to use technologies that haven't been invented in order to solve problems we are not yet aware of. What happens when all the tricks we have in the bag fail to motivate, engage, and excite the current generation of students who are dependent on the immediacy of the world around them? The problem lies in the fact that their system of thinking, from the neural level to the practical, is instant and problem based—the opposite of preceding generations! In this session, Brandon Jones compares traditional and 21st-century learning practices that have significant impacts on student motivation and learning.

Participants can expect to:

- Examine significant differences between Generation Z and past generations.
- Identify traditional practices that demotivate students.
- Identify 21st century learning practices that motivate and prepare students for their future.

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 of 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.

More Than a Mission Statement: Unifying PLC and RTI To Guarantee Learning for All

The primary mission of a professional learning community is to ensure high levels of learning for *all* students. With this goal in mind, do the systems of support in our schools truly align with that mission? Despite our best lessons and efforts in class, we are assured that some students will be unsuccessful without additional time and support. Because of this, creating a system in which all students are guaranteed to receive directed, specific, and timely intervention is essential to each student's success.

Participants in this session 1) Identify common barriers schools face when attempting to provide additional help for students, 2) Identify possible solutions to those issues, and 3) Explore the enrichment plan of a model PLC secondary school. This session is based on the RTI research of Mike Mattos and Austin Buffum as well as action research from several model PLC schools.

Participants in this session:

- Examine their current reality and challenges regarding systematic interventions.
- Determine how a professional learning community addresses common challenges and helps sustain a tiered system of support for students.
- Investigate the enrichment and intervention plan of a current model PLC school.

David Jones

Developing a Guaranteed and Viable Curriculum: Applying a Schoolwide Focus to Improve Results

What does a *guaranteed and viable curriculum* mean? What can collaborative teams and school leaders do to provide greater focus and clarity to what all students must know and be able to do? Participants in this session learn how to lead school teams in developing essential standards and learning targets to teach less, learn more, and improve school performance.

Participants in this session:

- Explore the research and importance of tier 1 core instruction, or a guaranteed and viable curriculum.
- Understand the difference between, and importance of, essential standards and learning targets.
- Learn how to develop and implement a guaranteed and viable curriculum.

What Matters Most: Learning the Essential Components of a PLC

What are the essential characteristics of developing a professional learning community in your school? What matters most when developing a collaborative culture and a focus on student learning? Participants in this session learn a solid foundational overview of the PLC model. David Jones discusses the critical aspects and steps collaborative teams and school leaders must know and be able to do to improve student achievement.

Participants in this session:

- Understand the key components of the PLC model.
- Reflect on their current reality and identify critical implementation steps for their school to get off to a good start.
- Develop “loose and tight” leadership to promote clarity, team collaboration, teacher autonomy, and staff buy-in of the team learning process.

How to Respond When Students Don't Learn: Developing a Schoolwide System of Interventions at the Elementary Level

When schools focus on the four critical questions of a PLC, the third question, What do we do when students don't learn?, is often difficult to answer and is critical to the importance of ensuring high levels of learning for all students. Participants in this session learn the building blocks of response to intervention (RTI) and tips for implementation at the elementary level.

Participants in this session:

- Understand the key components of RTI, a research-based and proven structure to improve student learning.
- Explore examples of scheduling intervention blocks and ways to use practical templates, organizers, and resources to effectively lead and implement RTI.
- Learn how to identify struggling students, how schoolwide and collaborative teams respond by using data to take action and ensure students receive the time and support needed to improve learning for all.

Timothy D. Kanold

[KEYNOTE] Coherence and Culture: Embracing the Why and the How of the PLC Life!

Timothy D. Kanold applies an explicit focus to the four critical questions of a PLC at Work and illustrates how answers to these questions can drive workplace coherence and transparency. He also examines the daily responsibility to contribute to the defined autonomy of the collaborative PLC culture.

This keynote is based on these assertions:

- All K–12 professionals work extremely hard to improve student learning. (Evidence supports this.)
- The general lack of coherence to and equity in our professional work has dire consequences for student learning.
- K–12 professional educators can create the PLC cultural conditions necessary to significantly influence adult and student learning. These cultural conditions are not yet the norm in American schools.

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.

Diane Kerr

The Misunderstood and Often Forgotten Pillar: Collective Commitments

The foundation of a school that operates as a Professional Learning Community at Work rests on four pillars: mission, vision, collective commitments (values), and goals. We find that the foundation of many schools is shaky because they have not clearly understood the purpose and power of developing schoolwide collective commitments. Is your school on shaky ground because staff has not committed to specific behaviors to which they hold each other accountable? This session focuses on this pillar and provides a structure for school teams to refine or develop critical values. Participants will leave with tools and resources to support this important work.

Outcomes for this session include:

- Building common understanding of collective commitments and how they ensure the school's mission and vision are realized
- Learning and practicing a process for creating and committing to schoolwide collective commitments

Answering Question One Through the Eyes of an English Learner

What do we want students to learn? This question is more complex when we consider the needs of our English learners. Second language acquisition expert Jim Cummins argues that cognitive academic language proficiency (CALP)—the formal academic learning in the four language domains: speaking, reading, writing, and listening—takes an average of five to seven years for an English learner to be on par with their native speaking peers. CALP, or academic language, is acquired when a student receives instruction that targets his or her academic language proficiency. When teams clarify what students must learn, academic language must be part of the plan.

Participants in this session:

- Gain experience recognizing the difference between academic and content vocabulary and its importance.
- Practice unpacking standards to understand what we want students to learn and to identify the academic language of the standard.
- Explore instructional supports for developing academic language.

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’” (DuFour, DuFour, Eaker, et al., *Learning by Doing*, 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 various ways schools can recognize and celebrate improvement, effort, and achievement. Additionally, participants will share their ideas and learn from one another.

Participants in this session:

- Examine the vital 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.

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 in 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

Steve Pearce

The Collaborative Team: The Engine That Drives the PLC Process

The PLC at Work framework is ultimately driven by the work of collaborative teams in each school. Participants learn about the *why* behind the impact of teams as well as practical strategies around the topics of:

- Focusing on the right work
- Meaningful protocols and products
- Dealing with conflict
- Becoming a model collaborative team

PLC Scheduling 101: Taking Control of Your Schedule

The statement "Your schedule reveals your priorities" is irrefutable in a PLC. Steve Pearce shares ideas and tips on creating school schedules that focus on supporting the PLC framework. He shows how making time for student intervention and staff collaboration during the school day positively impacts school culture and student results.

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

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.

Flip My School: Keys to PLC Leadership and Change

The research is clear: Change leadership matters. Steve Pearce shares research on leadership and change and illustrates practical strategies his staff implemented when he was principal of a successful PLC school. Steve shows how it is possible to flip a struggling school and make it a place where every student learns.

Participants learn the importance of:

- Employing best practice and research-based strategies on leadership and change
- Implementing ideas and methods proven to be effective and successful
- Becoming inspired to flip a school and transform it into a high-performing learning community