Agenda
Fort Lauderdale, FL • June 19–21

Wednesday, June 19

6:30–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	**Keynote**—Tim Brown *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.*

Thursday, June 20

7:00–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	**Keynote**—Mike Mattos *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.*

Friday, June 21

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**—Robert Eaker *Would It Be Good Enough for Your Own Child?*

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Wednesday, June 19		Thursday, June 20		Friday, June 21
	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		X	
Ensuring Teams Engage in the Right Work			X		X
Scott A. Cunningham					
Bloom It Up and Other Strategies PLCs Use to Extend and Enrich Learning	X			X	
How a High-Poverty, Dysfunctional School Became a National Model PLC		X			
Help Our Team! Working Together to Solve Common Team Challenges			X		X
Robert Eaker					
Friday Night in America: A Commonsense Approach to Improving Student Achievement	X				
A Focus on Learning: What Would It Look Like If We Really Meant It?		X			
Aligning the Work of a Professional Learning Community: Central Office, Schools, and Teams			X		
Developing a Stretch Culture				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					
Building the Collaborative Culture of a Professional Learning Community at Work	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 Secondary Schools			X		
Simplifying Response to Intervention: How to Create a Highly Effective, Multitiered System of Supports				X	
The Power of One: Creating High-Performing Teams for Singleton Staff					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
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			X
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning				X	

Julie A. Schmidt					
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	
Differentiation for Teams: Taking It to the Next Level					X

Agenda is subject to change.

Day 1 Session Descriptions

KEYNOTE

Tim Brown
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.

MORNING BREAKOUTS

Tim Brown
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset
Educators in schools with a focus on learning promote a strong sense of self-efficacy in their students. Several recent studies show this is one of the greatest factors of student motivation and engagement. Participants examine the essential characteristics for building student self-efficacy and a growth mindset through data notebooks. Tim Brown shares products teams have developed to engage and empower students in self-reporting and reflection.

This session addresses these questions:
- What are the key components of a highly motivated and engaged classroom?
- What products do teams create to improve student learning and ensure self-efficacy in the PLC process?
- How can teachers effectively use these products to help students own their learning?

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

Scott A. Cunningham
Bloom It Up and Other Strategies PLC Use to Extend and Enrich Learning
Scott A. Cunningham leads an exploration into strategies that extend and enrich learning for all students. Participants analyze common assessment data to plan and guide instruction that addresses the fourth critical question of a PLC, What do we do when students have learned the intended information? Scott shows how extended, enriched learning benefits all students, including advanced learners.

Robert Eaker
Friday Night in America: A Commonsense Approach to Improving Student Achievement
Teachers already know more about how to ensure student learning than they may realize. Band directors, art teachers, coaches, and other singletons regularly employ successful strategies in nonacademic school settings. In particular, tactics football coaches use to win on the gridiron on Friday nights are similar to efforts school teams use in the academic arena. Robert Eaker reviews practices that lead to improved student learning across the board. He shows how teacher teams can "suit up" with powerful strategies to triumph every school day.

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.

Mike Mattos
Building the Collaborative Culture of a Professional Learning Community at Work
Collaborative teacher teams are the engines that drive a professional learning community. In this session, participants learn about the specific work of teacher teams, including the use of SMART goals, team norms, and the four critical questions that guide team collaboration. This breakout is highly recommended for participants new to the PLC process and for returning participants who want to evaluate and improve team collaboration.

Participants in this session:
- Study the specific work of teacher teams in the PLC at Work process.
- Define key vocabulary.
- Evaluate their current team progress.
- Learn how to use the book *Learning by Doing* as an ongoing resource.
- Acquire tools and sample products.

Anthony Muhammad
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn
This session focuses on systemic implementation of the four critical questions of a PLC. Participants gain a powerful understanding of what it takes to move from theory to practical, systemic implementation. The strategies Anthony Muhammad presents can be immediately applied when participants return to their schools.

Participants in this session:
- Practice developing essential standards and student outcomes.
- Learn the process for creating useful and valid common assessments.
- Discover how to methodically create an effective academic intervention system that meets each student's needs.

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.

AFTERNOON BREAKOUTS

Tim Brown
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?

Brian K. Butler
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.

Scott A. Cunningham
How a High-Poverty, Dysfunctional School Became a National Model PLC

Scott A. Cunningham took bold steps to help his high-poverty, dysfunctional school become a national model PLC. He explains processes and strategies that turned his school around and shows how school leaders can make significant changes in the service of learning. Scott and fellow school leaders overhauled their system to create time for collaboration; added resources without receiving extra money (including Title I funding); reallocated existing resources; focused on common assessments to drive instruction; changed special education practices to a more inclusive model; and transformed a culture of low expectations to one devoted to high levels of learning for every student.

Participants in this session learn strategies to increase collaboration time and review research-based best practices for creating a culture of high expectations.

Robert Eaker
A Focus on Learning: What Would It Look Like If We Really Meant It?

There is a fundamental difference between schools that function as professional learning communities and their more traditional counterparts: a shift from a focus on teaching and covering content to a focus on learning for every student, skill by skill. While few would disagree with the importance of student learning, some schools struggle with exactly how to embed practices that promote student success in the classroom. This session focuses on specific strategies schools, teams, and teachers use to enhance student success in schools that *really mean it* when they proclaim they want all students to learn.

Timothy D. Kanold
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.

Mike Mattos
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process
The principal has an essential role in creating a PLC. Without effective support and leadership, achieving this outcome is virtually impossible. Specifically targeted to site administrators, this session provides proven practices and examples of how to lead and support the work of collaborative teacher teams.

Participants are called on to:
- Learn how to create an effective site leadership team.
- Effectively address violations to a school's collective commitments.
- Monitor and support the work of collaborative teams.

Anthony Muhammad
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)

Maria Nielsen
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.

Day 2 Session Descriptions

KEYNOTE

Mike Mattos
Challenging Educational Mythology: Proven Practices and Brutal Facts in Creating Great Schools
Becoming a professional learning community requires more than committing to the collaborative practices proven to best ensure learning. A PLC must also be willing to discontinue policies and procedures that are counterproductive to student success. Unfortunately, many schools stubbornly hold on to myths—widely held beliefs that are false—that justify teacher isolation and student failure. Mike Mattos discusses essential practices that are required to ensure high levels of learning for every student and challenges 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

MORNING BREAKOUTS

Tim Brown
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 of 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
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

Scott A. Cunningham
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 that show common team challenges, and work collaboratively to identify strategies for moving a team forward.

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

Robert Eaker
Aligning the Work of a Professional Learning Community: Central Office, Schools, and Teams
A districtwide professional learning community is more than a sum of individual parts. A high-performing school district that functions as a PLC reflects a thoughtful alignment and integration of work at the central office level, in individual schools, and in teacher teams. While highlighting the efforts of highly successful school districts, Robert Eaker describes how these districts organize and align at each level to implement professional learning community concepts and practices districtwide.

Timothy D. Kanold
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.

Mike Mattos
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.

Anthony Muhammad
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

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.

Julie A. Schmidt
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 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.
- Use data to drive intervention, including a focus on progress monitoring to propel actions.
- Examine the most common RTI mistakes.
- Review a tool to assess the progress and opportunities for the district, school, or team when considering interventions.

AFTERNOON BREAKOUTS

Tim Brown
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset
Educators in schools with a focus on learning promote a strong sense of self-efficacy in their students. Several recent studies show this is one of the greatest factors of student motivation and engagement. Participants examine the essential characteristics for building student self-efficacy and a growth mindset through data notebooks. Tim Brown shares products teams have developed to engage and empower students in self-reporting and reflection.

This session addresses these questions:
- What are the key components of a highly motivated and engaged classroom?
- What products do teams create to improve student learning and ensure self-efficacy in the PLC process?
- How can teachers effectively use these products to help students own their learning?

Brian K. Butler
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.

Scott A. Cunningham
Bloom It Up and Other Strategies PLCs Use to Extend and Enrich Learning
Scott A. Cunningham leads an exploration into strategies that extend and enrich learning for all students. Participants analyze common assessment data to plan and guide instruction that addresses the fourth critical question of a PLC, What do we do when students have learned the intended information? Scott shows how extended, enriched learning benefits all students, including advanced learners.

Robert Eaker
Developing a Stretch Culture
If the goal of achieving high levels of learning for all students is to be realized, then schools must develop a culture that stretches the aspirations and performance levels of students and adults alike. Robert Eaker focuses on cultural shifts PLCs make while developing a *stretch culture*. He pays particular attention to assessment and providing students with additional time and support to achieve high academic benchmarks.

Timothy D. Kanold
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 his book *Mathematics Instruction and Tasks in a PLC at Work* from Solution Tree's *Every Student Can Learn Mathematics* series (2018).

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
Simplifying Response to Intervention: How to Create a Highly Effective, Multitiered System of Supports
How does your school respond when students don't learn? Compelling evidence shows that response to intervention (RTI)—also known as a multitiered system of supports (MTSS)—can successfully engage a school's staff in a collective process to provide every student with the additional time and support needed to learn at high levels. Yet, at many schools, this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices that are misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger, schoolwide framework required to successfully create a multitiered system of supports.

Outcomes from this session include:
- Understanding the characteristics of the three tiers of the RTI process
- Connecting the work of teacher teams in a PLC to effective supplemental interventions
- Clearly defining the roles of classroom teachers, administrators, and support staff in the RTI process

Anthony Muhammad
Collaboration Is a Lifestyle, Not a Meeting!
How is a culture of collaboration created? How can an environment be implemented in which people embrace collective responsibility? This session addresses the collaborative characteristics of a high-performing PLC. Participants learn how teachers, support staff, school administrators, and central office work together to improve school performance. Anthony Muhammad also discusses staff resistance to change and the leader's role in building consensus.

Participants in this session:
- Construct and protect productive collaborative relationships.
- Create organizational coherence and ensure collaboration at all levels of the school community.
- Understand the balance between support and accountability.

Maria Nielsen
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning
The secret is out: Common formative assessments are the key to improving student learning! Formative assessments are powerful when teams of teachers create 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.

Julie A. Schmidt
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

Day 3 Session Descriptions

BREAKOUTS

Tim Brown
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?

Brian K. Butler
Ensuring Teams Engage in the Right Work
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

Scott A Cunningham
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 that show common team challenges, and work collaboratively to identify strategies for moving a team forward.

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

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.

Mike Mattos
The Power of One: Creating High-Performing Teams for Singleton Staff
High-performing collaborative teams are the foundation for any professional learning community—the engines that drive the entire process! Nearly every school or district has educators who are singletons (the only person who teaches a particular course or grade level); educators who support multiple grade levels, such as a special education teacher or reading coach; or educators who provide supplemental support, such as a school counselor, psychologist, or librarian. How do these individuals fit into collaborative teams? This session offers guiding principles and real-life examples of how to create meaningful, powerful, collaborative teams for educators looking to connect to the *power of one*.

This session calls on participants to:
- Learn multiple ways to create meaningful, job-embedded teams for singleton staff.
- Consider teaming options for elective or specials teachers, special education staff, and staff who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

Anthony Muhammad
Getting Started: Building Consensus and Responding to Resisters
Privatizing practice, isolation, and individual autonomy that have traditionally characterized teaching are the most significant barriers to building a school culture focused on continuous improvement. Anthony Muhammad addresses the questions: How can a faculty build consensus to effect significant change? and What are the most effective ways to respond to the concerns of those who resist even when the staff has decided to move forward?

Outcomes from this session include:
- Defining consensus
- Applying the most effective strategies for building consensus
- Learning seven research-based strategies for addressing resistance

Maria Nielsen
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.

Julie A. Schmidt
Differentiation for Teams: Taking It to the Next Level
Highly effective PLC practices are built on the foundation of high-functioning collaborative teams. These teams recognize that each team member brings different perspectives to the table. This session focuses on the dynamics of collaborative teams, understanding those dynamics, and various tools available to assess stages of development.

Objectives for this session include:
- Defining the characteristics of high-performing teams
- Engaging in an activity to help build understanding for team members
- Exploring tools to assess a team's efficacy

KEYNOTE

Robert Eaker
Would It Be Good Enough for Your Own Child?
After five decades of strong and consistent research, the question of what an effective school is no longer in doubt. The central question facing educational leaders is, "Are we committed to embedding practices for *all* students that are as effective as the educational practices we would want for our own child?" This session emphasizes research-based practices that comprise the Professional Learning Community at Work framework which, when implemented with specificity and fidelity, ensures high levels of learning for *all* students.