

Agenda

San Diego, CA • June 18–20

Tuesday, June 18

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Regina Stephens Owens <i>The Genius of And: Inspirational Cultures Sustained by Intentional Systems</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	
2:45–3:40 p.m.	20-Minute High-Impact Talks by Principals	
	Session A • 2:45–3:05 p.m.	
	Session B • 3:20–3:40 p.m.	

Wednesday, June 19

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Janel Keating <i>Doing the Right Work at the Right Time for the Right Reasons</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.	Leadership Forums	
	Administrators in Urban Schools	
	Administrators in Rural Schools	
	Administrators in Suburban Schools	
	Administrators in Schools Moving From Good to Great	
	Administrators in Turnaround Schools	
	Aspiring Principals	

Thursday, June 20

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 —Brandon Jones <i>A Culture That Overcomes</i>	

Agenda is subject to change.

Day 1 Breakout Sessions at a Glance 10:00–11:30 a.m.

Elementary (K–5)

David Jones	
Developing a Guaranteed and Viable Curriculum: Providing a Schoolwide Focus to Improve Results	
Lisa M. Reddel	
Think Big, Start Small: From Just Starting to Becoming a Model PLC School	

Middle (6–8)

Brig Leane	
KISS (Keep It Simple, Schools): Six Steps for Team Success	
Jamie Nino	
Diversity: Learning for <i>All</i>	

High (9–12)

Rebecca Nicolas	
Your Old Boss Doesn't Work Here Anymore	

All (K–12)

Regina Stephens Owens	
All for One: A Community of Singletons Wired by Relevance and Results	

Agenda is subject to change.

Day 1 Breakout Sessions at a Glance

1:00–2:30 p.m.

Elementary (K–5)

David Jones	
Developing the Collaborative Culture of a Professional Learning Community	
Lisa M. Reddel	
One Step Back, Two Steps Forward	

Middle (6–8)

Brig Leane	
Team Interdependence: Binding Us Together Without Tying Us Up	
Jamie Nino	
Understand Me, I'm a Tweenager	

High (9–12)

Rebecca Nicolas	
Monitoring the Work of a Professional Learning Community	

All (K–12)

Regina Stephens Owens	
Designing and Developing Culture in High-Performing Schools	

Agenda is subject to change.

High-Impact Talks

2:45–3:40 p.m.

David Jones	
Doin' It Research Style ... or Are We?	
Brig Leane	
Reduced Workload for Principals: Building an Effective Elected Building Leadership Team	
Rebecca Nicolas	
Wear Comfortable Shoes	
Jamie Nino	
Let's Get Mentally Tough	
Lisa M. Reddel	
What's My Sign?	
Regina Stephens Owens	
Afraid of Artificial Intelligence, Who Me?	

Agenda is subject to change.

Day 2 Breakout Sessions at a Glance

10:00–11:30 a.m.

Elementary (K–5)

David Jones	
Common Formative Assessments: What Matters Most in Improving Student Achievement	
Lisa M. Reddel	
Culture Eats Structure for Breakfast: Developing and Sustaining a Professional Learning Community	

Middle (6–8)

Brig Leane	
It's Not Your Fault, but It Is Your Problem	
Jamie Nino	
The Results Are In: Data Coaching to Drive Learning Outcomes	

High (9–12)

Brandon Jones	
Leading With Passion and Purpose: The Principal's Role in a Professional Learning Community	
Rebecca Nicolas	
If I Have to Tell You What to Do, I May as Well Do It Myself	

All (K–12)

Janel Keating	
Tight–Loose Leadership: From Teacher Teams to Principals to the District Office	

Agenda is subject to change.

Day 2 Breakout Sessions at a Glance

1:00–2:30 p.m.

Elementary (K–5)

David Jones	
Leading and Implementing a Professional Learning Community	
Lisa M. Reddel	
Facilitating Great Meetings	

Middle (6–8)

Brig Leane	
Beginning With the End in Mind: From Just Starting to Becoming a Model PLC School	
Jamie Nino	
Unlocking the Power of Student Learning Communities	

High (9–12)

Brandon Jones	
The Tipping Point: Creating an Epidemic of Excellence in Schools	
Rebecca Nicolas	
High Needs, High Impact	

All (K–12)

Janel Keating	
Creating a Work–Life Balance: Easy to Dream About, More Difficult to Achieve	

Agenda is subject to change.

Day 3 Breakout Sessions at a Glance

8:00–9:30 a.m.

Elementary (K–5)

David Jones	
Developing a Schoolwide Response to Intervention	
Lisa M. Reddel	
<i>Coming Soon!</i>	

Middle (6–8)

Brig Leane	
You Can't Lead Alone: Building and Sustaining a Learning-Focused Leadership Team	
Jamie Nino	
Nothing More Than a Plate Full: A New PLC Game Plan	

High (9–12)

Brandon Jones	
More Than a Mission Statement: Unifying PLC and RTI to Guarantee Learning for All	
Rebecca Nicolas	
We Didn't Get to Meet This Week (and Other Reasons Teams Fall Apart)	

Agenda is subject to change.

Keynote Session Descriptions

Day 1

Regina Stephens Owens

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

Staff beliefs and organizational purpose affect building systems at all levels of an organization. How do you ensure that all practices and procedures are intentional and embody organizational beliefs? Moving from compliance, coercion, and fear to cultures that are respectful, responsive, and reflective all begin with the *why*. This session dives into frameworks of intentionality—fostering leadership that promotes global dispositions, ensuring that students are well prepared, and building and sustaining systems that promote student readiness for college, career, and life.

Learning outcomes from this session include:

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

Day 2

Janel Keating

Doing the Right Work at the Right Time for the Right Reasons

Eliminate the knowing–doing gap and the expectation–acceptance gap by implementing the high-impact actions of continuously improving schools. Knowing leadership is important, but understanding leadership theory is not enough. Janel Keating shares specific leadership practices coupled with practical tools that will positively impact student learning, adult learning, and the work of teams. Janel provides essential next steps for participants to take back to their districts, schools, and teams to effectively do the right work at the right time for the right reasons.

Day 3

Brandon Jones

A Culture That Overcomes

Poverty. Lack of parental involvement. Learning disabilities. Language. Insufficient funding. Gaps in learning. State/national testing. Outdated facilities. Lack of time. Low expectations.

Do these sound familiar? What are the most common challenges preventing your school from becoming what it could be? The fact is, all schools have factors that impede learning for students. Still, some schools defy the odds, consistently ensuring every student learns at high levels despite seemingly insurmountable obstacles. The secret isn't a special program or charismatic leader; it's an unrelenting commitment to a culture that overcomes!

Participants in this session:

- Determine the difference between a healthy and a toxic school culture.
- Examine current school policies and practices that lead to each type of culture.
- Define the practical role of the principal as an influencer in this process.

Day 1 Breakout Session Descriptions

10:00–11:30 a.m.

Elementary (K–5)

David Jones

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

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

Learning outcomes include:

- Understanding the research and importance of tier 1 core instruction or guaranteed and viable curriculum
- Exploring the difference and importance of essential standards and learning target
- Developing and implementing a guaranteed and viable curriculum

Lisa M. Reddel

Think Big, Start Small: From Just Starting to Becoming a Model PLC School

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

Participants in this session:

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

Middle (6–8)

Brig Leane

KISS (Keep It Simple, Schools): Six Steps for Team Success

Your collaborative teams believe in the PLC process. They may have tried a few things and are ready to follow the process with more structure. Teachers and administrators need clarity on what is expected, and this session answers the question: "What exactly should effective teams produce?" This session is for educators who could use more specifics on the tasks that guide effective collaborative teams through the simple, but not easy PLC process, and provides administrators insight into what they should track to know which teams need more time and support.

Outcomes from this session include:

- Assessing the readiness of their collaborative teams to focus on the PLC process
- Exploring critical templates to guide highly effective collaborative teams
- Gaining guidance for administrators to know which teams need more support

Jamie Nino

Diversity: Learning for *All*

It is our job to ensure that *all* learners acquire full proficiency as rapidly and effectively as possible. This session is geared toward supporting leaders who pave the way in closing the achievement gap at their school site or district. We want students to meet and exceed grade-level standards at increased levels of rigor.

Participants in this session:

- Look at established systems and structures that support all learners.
- Learn ways to establish shared leadership and responsibility among staff.
- Prioritize the needs of *all* students.
- Gain proven instructional strategies for English learners.

High (9–12)

Rebecca Nicolas

Your Old Boss Doesn't Work Here Anymore

The first job of any new principal is to navigate the culture of the building where he or she has recently been hired. Some principals can tell horror stories of how they inherited toxic cultures, defiant teachers, and disillusioned parents. All of these are significant obstacles to success. However, what's a principal to do when the principal being replaced was beloved? This session focuses on how to create a vision that builds on a school's legacy of success, while pushing innovation and exploration for teachers and staff.

Outcomes from this session include:

- Understanding how to navigate relationships with teachers, staff, and the community as a new principal
- Acquiring a process for auditing a culture and climate that yields insight into the unspoken norms of a school building
- Communicating a mission and vision that pushes a school to move beyond its comfort zone toward continued improvement

All (K–12)

Regina Stephens Owens

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 a 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

Day 1 Breakout Session Descriptions

1:00–2:30 p.m.

Elementary (K–5)

David Jones

Developing the Collaborative Culture of a Professional Learning Community

What are the key characteristics of developing a professional learning community in your school? What matters most when implementing the initial steps as a school leader? Participants in this session learn a solid foundational overview of the professional learning community model. David Jones discusses the critical aspects and steps a school principal must know and be able to do to improve student achievement.

Participants in this session:

- Gain an understanding of the most essential components of the PLC model.
- Reflect on their current reality and identify critical implementation steps for a school principal.
- Develop a simultaneous loose and tight leadership model to promote clarity, team collaboration, teacher autonomy, and staff buy-in of the team learning process.

Lisa M. Reddel

One Step Back, Two Steps Forward

Does it often feel that every step in the right direction is followed by a step or two backward? With teacher turnover, repeated conversations, and constant professional development, how does a principal continue to lead, support, monitor, and ensure student learning and growth year after year?

Participants in this session:

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

Middle (6–8)

Brig Leane

Team Interdependence: Binding Us Together Without Tying Us Up

Wondering what to do with teams that are struggling? Most educators have seen team commitments that encourage everyone to start and end meetings on time and how to keep distractions to a minimum during a meeting. This session goes deeper into taking those commitments to the next level to drive highly effective collaborative teams toward true interdependence. Educators explore strategies for addressing problems that develop in nonconfrontational ways and learn how teams can work through conflict when it occurs.

Participants in this session learn:

- The difference between commitments to “be nice” and commitments that drive teams toward true interdependence
- Methods for reviewing commitments in nonconfrontational ways
- How collective commitments drive the PLC process

Jamie Nino

Understand Me, I’m a Tweenager!

Tweenagers, children between ages 10 and 14, undergo many mental, emotional, and physical changes. For that reason, middle school is a challenging time in a student’s life. It is vitally important for leaders to establish an environment where these students can be their best selves. It is our role as educators to have systems in place that allow students to thrive and be prepared for high school.

Participants in this session:

- Reflect on the importance of building strong relationships with students, staff, and parents.
- Consider the characteristics of effective middle school structures.
- Gain strategies to cultivate an environment of positive behaviors within this age group.
- Learn strategies to establish fluid systems of support.
- Examine ways to ensure students are high school ready.

High (9–12)

Rebecca Nicolas

Monitoring the Work of a Professional Learning Community

Once teacher teams are formed and are meeting regularly, you may believe the work of becoming a PLC is finished. However, if you want to ensure sustainable practice, it has just begun. How can a leadership team ensure that teacher teams are doing the “right work” week after week? Monitoring products allows school leadership to better understand teachers’ work associated with each of the four critical questions of a PLC. Administrators and teachers in this session learn about a simple data collection tool that helps leadership and teacher teams audit their productivity and ensures that teams are progressing through each of the four critical questions.

Outcomes from this session include:

- Understanding the difference between activity- and productivity-focused teams
- Exploring products that reflect a team’s focus on each of the four critical questions
- Acquiring a data collection tool to monitor team productivity over time

All (K–12)

Regina Stephens Owens

Designing and Developing Culture in High-Performing Schools

Culture is simply every intentional and unintentional act that occurs in your school. Participants in this session explore the five keys of developing intentional culture: imagination, individualization, personalization, acculturation, and celebration.

Outcomes from this session include:

- Discovering how designing and developing culture is connected and communicated through the mission, vision, and values of a learning organization
- Leveraging individualization and personalization to maintain school or classroom culture
- Using communication and celebration to ensure an inclusive and responsive culture

High-Impact Talks

2:45–3:40 p.m.

David Jones

Doin' It Research Style ... or Are We?

Hey everybody! Have you heard the good news? From Singapore to San Diego, the research is out. The message is clear. We have the answers we need to improve student achievement! David Jones discusses critical topics in education that have been researched and proven to improve our schools. The funny thing is, it's too often ignored and rarely implemented, or some other seemingly creative methods are tested but ultimately fail our students. It's not a mystery, it's a *choice*! School leaders are responsible for taking the research and putting it into action. For the K–12 education system in the US to become the best in the world, every school needs to be “doin' it research style”!

Brig Leane

Reduced Workload for Principals: Building an Effective Elected Building Leadership Team

Many decisions have to be made at a school, but they don't all have to be made by the principal. Learn how a structured and shared decision-making process can free up time, increase staff ownership in decisions, provide the tools for staff to solve problems collectively, and improve school culture.

Rebecca Nicolas

Wear Comfortable Shoes

Being visible and involved in your building is a deceptively difficult task to pull off when the emails pile up and the reports are due to central office. How can you schedule your day to make sure you are present and engaged with your staff and students each day? Get comfortable. And get your Fitbit out.

Jamie Nino

Let's Get Mentally Tough

Session description coming soon!

Lisa M. Reddel

What's My Sign?

Leaders have messages and tend to display signs everywhere. We are the culture keepers of our school. Often, we use the power of visuals to project leadership behaviors, communicate with our constituents, and influence our school cultures every day. What are your signs? What messages do they send directly or indirectly to those who visit your office?

Regina Stephens Owens

Afraid of Artificial Intelligence, Who Me?

Our lives, our culture, our community threatened by artificial intelligence. Regina Stephens Owens, champion of humanity, shares how engaging authentic intelligence increases academics and aspirations. As Regina cautions, a focus on technology and not on thinking, dispositions, and competencies of our students may create a missed opportunity to prepare this generation of students for their future.

Day 2 Breakout Session Descriptions

10:00–11:30 a.m.

Elementary (K–5)

David Jones

Common Formative Assessments: What Matters Most in Improving Student Achievement

Effectively utilizing team-developed common formative assessments is what researchers refer to as the lynchpin of the PLC process. David Jones demonstrates how school leaders can use these assessments to tighten up collaborative team processes and ensure that results are used to improve student achievement schoolwide.

Participants in this session:

- Learn the why and how of developing common formative assessments.
- Differentiate common formative assessments and summative assessments.
- Explore the use of common formative assessments as a powerful tool for school improvement.

Lisa M. Reddel

Culture Eats Structure for Breakfast: Developing and Sustaining a Professional Learning Community

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

Participants in this session:

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

Middle (6–8)

Brig Leane

It's Not Your Fault, but It Is Your Problem

Kids come to school with all kinds of issues impacting their ability to learn. Hardworking educators are hired to ensure student learning in spite of those issues—and society is depending on it. There is no pointing fingers or laying blame in this session, just participants rolling up their sleeves and learning the best ways to solve problems. Participants explore assumptions we all make about students, proven practices to help struggling students, and how to best accomplish achieving high levels of student learning together.

Participants in this session learn:

- Fundamental assumptions about students, teachers, and schools that result in positive change
- How to maintain a steadfast focus on student learning
- How to lead a collaborative process of solving problems

Jamie Nino

The Results Are In: Data Coaching to Drive Learning Outcomes

Data comes to us in many forms. How do we use data to drive our instruction and how will we answer the question, What do we do when there is too much data to look at and we don't know where to start?—otherwise known as *data rich, information poor*. Participants in this session experience how to analyze data to get the best student achievement.

Outcomes from this session include:

- Understanding what data to use to inform teaching practices
- Exploring new ways to quickly look at data to make informed decisions
- Discovering three steps for fast data analysis
- Learning ways to systematically organize RTI to meet student needs

High (9–12)

Brandon Jones

Leading With Passion and Purpose: The Principal's Role in a Professional Learning Community

"A leader is not known for the number of followers he begets, but rather by the number of leaders."
—Author unknown. It is widely accepted that the principal has a significant, positive impact on student achievement. While this impact is generally indirect and through teachers, the extent to which a campus principal can effectively cast a compelling vision, build capacity and shared leadership, and create a culture of collaboration manifests itself in student success or failure. Participants in this session examine the key responsibilities of a principal leading a thriving professional learning community.

Outcomes from this session include:

- Analyzing research on the principal's impact on student achievement
- Constructing a framework for shared leadership and capacity building
- Examining how a principal's passion and vision impact students, staff, and culture in a PLC

Rebecca Nicolas

If I Have to Tell You What to Do, I May as Well Do It Myself

Ensuring widely dispersed leadership is critical to the success of a PLC. While successfully delegating work can be difficult, genuinely empowering leaders within your school is even more complex. A successful school leader must learn to balance autonomy and accountability for the leadership team and members of the school's guiding coalition. Participants in this session explore the challenges of ensuring everyone is acting on a school's collective commitments and has been empowered to truly lead the school in its mission, vision, values, and goals.

Outcomes from this session include:

- Envisioning the balance point between autonomy and accountability at which team leaders best function
- Creating a list of products to monitor the leadership efforts of teams
- Creating a weekly team schedule that allows time and space for each critical team leader

All (K–12)

Janel Keating

Tight–Loose Leadership: From Teacher Teams to Principals to the District Office

Leading the work of becoming a professional learning community requires leadership that is not only top-down and bottom-up but also loose and tight. These leaders empower individuals and teams and encourage personal autonomy (loose) within well-defined parameters (tight) that all are expected to honor. Janel Keating shares examples of tight and loose district, school, and team practices as well as processes that ensure more kids learn at higher levels. Discover the answers to these questions: What is the district loose on? What is it tight on?

Day 2 Breakout Session Descriptions

1:00–2:30 p.m.

Elementary (K–5)

David Jones

Leading and Implementing a Professional Learning Community

How is a culture of collaboration that produces results created? How can we provide district and site leadership direction while allowing for autonomy and working collaboratively with teachers? This session addresses the leadership and collaboration necessary to develop a high-performing PLC. Participants learn how the district office, site principals, teachers, and support staff work in an interdependent and collaborative manner to improve school performance.

Participants in this session:

- Develop and lead collaborative teams at the district and site level.
- Understand what must be tight across the district, and a process for effective implementation within each school.
- Provide clear and effective direction, support, and accountability.

Lisa M. Reddel

Facilitating Great Meetings

Having productive, engaging, and efficient meetings about learning is the goal of every collaborative teacher team. Lisa M. Reddel offers guidance and strategies for facilitating meetings in a PLC that focuses on learning and results. Participants in this session delve into clarifying roles of team members, strategies to help teams and meetings become more organized and productive, and how to build consensus without winners and losers.

Learning outcomes from this session include:

- Understanding the difference between consensus and unanimity
- Examining roles within a team and methods to support a team's efforts
- Reviewing ways to keep teams organized, focused, and committed to continuous improvement

Middle (6–8)

Brig Leane

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

The Cheshire Cat in Lewis Carroll's *Alice in Wonderland* opines, "If you don't know where you are going, any road will get you there." Are you looking to build a solid foundation and develop a focused roadmap to become a school where student and adult learning thrives? This session examines the five keys to sustainable change to ensure successful implementation of your PLC journey and ways to get quick wins to maintain momentum along the way. Also, Brig Leane briefly discusses the benefits of becoming a future model PLC school.

Participants in this session:

- Explore the conditions necessary for sustainable change.
- Develop an awareness of the need for quick wins along the way and examples of how to get them.
- Examine reasons why schools should seek model PLC school designation and how the application process provides a roadmap for school improvement.

Jamie Nino

Unlocking the Power of Student Learning Communities

Participants in this session are introduced to student learning communities (SLCs). Just as adults build their own capacity, students need to do likewise. This high-leverage team action ensures that students are actively participating in their own learning. Student learning communities encourage students to have a growth mindset and hold one another mutually accountable for learning.

Outcomes from this session include:

- Understanding how to establish goals with students
- Exploring new activities that help motivate students
- Examining how to establish a safe culture within a classroom so students are successful

High (9–12)

Brandon Jones

The Tipping Point: Creating an Epidemic of Excellence in Schools

What do Adlai Stevenson High School, Sesame Street, and Paul Revere have in common? They each experienced a successful epidemic that led to extraordinary results. There is a notion that these success stories exist due to a perfectly timed idea, wild luck, or having had a charismatic leader. But each of them, and others like them, exist because of a finite and predictable set of rules. Participants examine Malcolm Gladwell's three principles of epidemics and determine how they can be applied to the guiding coalitions in professional learning communities.

Participants in this session:

- Examine the rules of "the tipping point," including the Law of the Few, the Stickiness Factor, and the Power of Context.
- Learn how creating a successful epidemic relates to the PLC process.
- Explore practical ways to apply these principles to improve school leadership and culture.

Rebecca Nicolas

High Needs, High Impact

Every school must combat things that distract students and staff from a focus on learning. In an at-risk school, this challenge is exacerbated by home and health issues that require multiple community and instructional supports. Participants in this session explore the systems of an intervention team designed to maximize intervention and support structures. Participants will examine three support teams: academic, social–emotional, and home/health teams that provide tier 2 and 3 supports to a school's most vulnerable students.

Outcomes from this session include:

- Understanding the indicators that make a student a candidate for intensive intervention and support
- Exploring the structure and interaction of teams that consist of varied support personnel
- Brainstorming about how to capitalize on a school's existing resources to provide wraparound supports for a school's most vulnerable population

All (K–12)

Janel Keating

Creating a Work–Life Balance: Easy to Dream About, More Difficult to Achieve

Every educator has a priority list—an overly long to-do list. Most would need an eight-day week to enjoy personal time and to refuel. In this session, Janel Keating shares ways to advance and sustain a balanced and fulfilling life as a leader, learner, partner, and parent. She provides a different look at how effective and efficient faculty and staff spend their time as well as the positive effects this can have on those around them.

Day 3 Breakout Session Descriptions

8:00–9:30 a.m.

Elementary (K–5)

David Jones

Developing a Schoolwide Response to Intervention

When schools focus on the third critical question of a PLC—What do we do when students don't learn?—they often find it difficult to answer, even though they agree it is essential in ensuring high levels of learning for *all* students. Participants in this session learn the key characteristics of the RTI model and how to implement them at the elementary school level.

Participants in this session:

- Gain an understanding about the methodology of RTI that is research-based and proven to improve student learning.
- Explore examples of how to schedule intervention blocks and utilize practical templates, organizers, and resources to effectively lead and implement RTI.
- Learn how to identify struggling students and use schoolwide and collaborative teams to assess data and take action to ensure these students receive the time and support needed to improve learning.

Lisa M. Reddel

Session description coming soon!

Middle (6–8)

Brig Leane

You Can't Lead Alone: Building and Sustaining a Learning-Focused Leadership Team

Creating and sustaining a PLC school begins by forming a respected leadership team—a guiding coalition. If principals succeed in getting this team focused on the importance of collaboration, the rest of the staff will have widely dispersed leadership to follow. Participants in this session explore tools to ensure the right teachers are on this critical team, tasks the team must complete, and ways to measure team effectiveness. They also examine how to lead a consensus-building process in conjunction with the guiding coalition before making schoolwide decisions.

Jamie Nino

Nothing More Than a Plate Full: A New PLC Game Plan

Participants in this session draw from new learning gained from this institute and come up with a game plan before returning to their sites. It is important to have a plan in place before the school year starts to fortify their professional learning community and to balance obligations and tasks. Setting goals and prioritizing new learning is significant when beginning a new school year.

Participants in this session:

- Organize learning from previous keynote and breakout sessions.
- Construct a plan with short-term and long-term goals.
- Recognize the balancing act of a PLC: What is “loose” and what is “tight”?
- Effectively balance the priorities within a classroom and school.

High (9–12)

Brandon Jones

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.

Rebecca Nicolas

We Didn’t Get to Meet This Week (and Other Reasons Teams Fall Apart)

As in all things, the key to successful collaborative teams is consistency. If teams fail to meet on a consistent schedule, their time together is akin to a compliance activity. But meeting together is just the first step. There are a lot of ways good teams go wrong. Participants in this session explore ways to combat the siren call of canceling meetings and other ways teams fall into dysfunction. Participants learn to recognize red flags that indicate a team is not working at capacity.

Outcomes from this session include:

- Understanding leadership’s role in prioritizing time for teams
- Diagnosing the myriad ways in which teams engage in “PLC lite”
- Exploring the temptations of “easy fixes” for dysfunctional teams