Agenda
Atlanta, GA • September 23–25

Monday, September 23

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Regina Stephens Owens *The Genius of* And*: Inspirational Cultures Sustained by Intentional Systems*	
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.	

Tuesday, September 24

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	**Keynote**—Janel Keating *Doing the Right Work at the Right Time for the Right Reasons*	
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**—*Expert leaders share strategies for helping teachers and all students flourish.*	
	Administrators in Urban Schools—Brig Leane	
	Administrators in Rural Schools—Brandon Jones	
	Administrators in Suburban Schools—Lisa M. Reddel	
	Moving From Principalship to Central Office—Janel Keating	

	Administrators in Schools Moving From Good to Great—Jasmine Kullar	
	Administrators in Turnaround Schools—Rebecca Nicolas	
	Aspiring Principals—Michael Bayewitz	

Wednesday, September 25

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—Troy Gobble *Coming soon!*	

Agenda is subject to change.

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

Elementary (K–5)

Michael D. Bayewitz	
Help Our Team! Working Together to Solve Common Team Challenges	
Lisa M. Reddel	
Think Big, Start Small: From Just Starting to Becoming a Model PLC School	

Middle (6–8)

Jasmine K. Kullar	
A Traditional Principal Versus a PLC Principal	
Brig Leane	
KISS (Keep It Simple, Schools): Six Steps for Team Success	

High (9–12)

Brandon Jones	
Leading with Passion and Purpose: The Principal's Role in a Professional Learning Community	
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)

Michael D. Bayewitz	
Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC	
Lisa M. Reddel	
One Step Back, Two Steps Forward	

Middle (6–8)

Jasmine K. Kullar	
Shared Leadership: The Vehicle to Success	
Brig Leane	
Team Interdependence: Binding Us Together Without Tying Us Up	

High (9–12)

Brandon Jones	
The Tipping Point: Creating an Epidemic of Excellence in Schools	
Rebecca Nicolas	
Monitoring the Work of the 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.

Michael D. Bayewitz	
SMH: The OMGs of PLCs	
Brandon Jones	
Burn the Ships!	
Jasmine K. Kullar	
Women in Leadership	
Brig Leane	
Reduced Workload for Principals: Building an Effective Elected Building Leadership Team	
Rebecca Nicolas	
Wear Comfortable Shoes	
Lisa M. Reddel	
What's Are Your Signs?	
Regina Stephens Owens	
Who Me, Afraid of Artificial Intelligence?	

Agenda is subject to change.

Day 2 Breakout Sessions at a Glance
10:00–11:30 a.m.

Elementary (K–5)

Michael D. Bayewitz	
Leading PLCs in High-Poverty Elementary Schools: Proven Practices for Eliminating the Achievement Gap	
Lisa M. Reddel	
Culture Eats Structure for Breakfast: Developing and Sustaining a Professional Learning Community	

Middle (6–8)

Jasmine K. Kullar	
Celebrating Our Staff: Creating an Effective Recognition Program	
Brig Leane	
It's Not Your Fault, but It Is Your Problem	

High (9–12)

Brandon Jones	
The Elephant in the Room: Building Consensus and Overcoming Conflict	
Rebecca Nicolas	
If I Have to Tell You What to Do, I Might as Well Do it Myself	

All (K–12)

Janel Keating	
Women in Leadership: Standing on Top of the Glass Ceiling	

Agenda is subject to change.

Day 2 Breakout Sessions at a Glance
1:00–2:30 p.m.

Elementary (K–5)

Michael D. Bayewitz	
Unleashing Parent Engagement in High-Poverty Elementary Schools	
Lisa M. Reddel	
Facilitating Great Meetings	

Middle (6–8)

Jasmine K. Kullar	
How to Hire and Keep Your New Teachers	
Brig Leane	
Beginning With the End in Mind: From Just Starting to Becoming a Model PLC School	

High (9–12)

Brandon Jones	
Abandoning Archaic Practices: Motivating and Preparing Generation Z Students	
Rebecca Nicolas	
High Needs, High Impact	

All (K–12)

Janel Keating	
Are Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams	

Agenda is subject to change.

Day 3 Breakout Sessions at a Glance
8:00–9:30 a.m.

Elementary (K–5)

Michael D. Bayewitz	
Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC	
Lisa M. Reddel	
You Are the Principal … You Must Communicate—Words Matter	

Middle (6–8)

Jasmine K. Kullar	
Critical Conversations With Resisters, Fake Supporters, and the Eternally Crabby	
Brig Leane	
You Can't Lead Alone: Building and Sustaining a Learning-Focused Leadership Team	

High (9–12)

Brandon Jones	
Help Our Team! Working Together to Solve Common Team Challenges	
Rebecca Nicolas	
We Didn't Get to Meet This Week (and Other Reasons Teams Fall Apart)	

All (K–12)

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

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
Troy Gobble
Coming soon!

Day 1 Breakout Session Descriptions
10:00–11:30 a.m.

Elementary (K–5)
Michael D. Bayewitz
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.

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.

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)
Jasmine K. Kullar
A Traditional Principal Versus a PLC Principal
Leading PLC work requires certain skills for principals. The school leader's job has changed drastically over the years to include a heavier focus on instructional and shared leadership while still focusing on managerial leadership. Principals are dealing with the day-to-day challenges of running a school, while at the same time having to maintain the focus on PLC work.

Participants in this session can expect to:
- Identify characteristics of an effective school leader.
- Explore essential tips and strategies for leaders.
- Develop a strategic plan for implementing a high-quality PLC.

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

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
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)
Michael D. Bayewitz
Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC
Creating a collaborative culture is an essential characteristic of a successful PLC. To do so, educators must build trust and invest in developing personal relationships. How do educators maintain congeniality and still confront difficult facts when results fall short? Participants leave this session with a toolkit for effective communication and coaching strategies on how to engage in difficult collegial conversations within the context of a PLC.

Participants in this session:
- Gain appreciation for the importance of building a collaborative culture.
- Understand the difference between collegiality and congeniality in a PLC.
- Leave with a toolkit for facilitating effective communication and coaching strategies.

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

Participants in this session can expect to:
- Discuss ideas about selecting teacher leaders.
- Create appropriate job descriptions for teacher leaders.
- Develop ideas for the professional development of teacher leaders.

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

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
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.

Michael D. Bayewitz
SMH: The OMGs of PLCs
Do you ever suddenly feel old and out of touch? After being a principal supervisor for six years, Michael D. Bayewitz has returned to the elementary school principalship and is learning the hard way about just how old he really is. He is also encountering some of the common misconceptions and questions about the PLC process. In this session, we take a lighthearted approach to identifying some of the common misunderstandings and pitfalls in the PLC process and how to avoid them.

Brandon Jones
Burn the Ships!
The journey to becoming a school community that ensures the success of every student requires an uncompromising commitment to a new world. Are you willing to lead a collection of optimistic, confident, scared, and skeptical people to a new frontier? Once embarking on this adventure, burn the ships, for there is no going back!

Jasmine Kullar
Women in Leadership
While women have made great strides in the workplace and in the field of education, there is still much work to do. More than 70 percent of the teachers in our country are women. However, men dominate school leadership positions. What are the traits and characteristics that help women move up the ranks in education? This session illustrates the challenges women face in school leadership and how to overcome them to ensure successful careers in these leadership positions.

Brig Leane
Reduced Workload for Principals: Building an Effective Elected Building Leadership Team
Many decisions have to be made at a school, but 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.

Lisa M. Reddel
What Are Your Signs?
Leaders have messages and 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 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)
Michael D. Bayewitz
Leading PLCs in High-Poverty Elementary Schools: Proven Practices for Eliminating the Achievement Gap

Most educators would agree with the statement, *All children can learn*. Unfortunately, many schools fall short of making this a reality. Successful schools have built high-functioning PLCs with proven results for narrowing—even eliminating—the achievement gap despite high poverty and mobility rates. Using real-life examples, artifacts, and tools, Michael Bayewitz reveals how some Title I schools have built and maintained a consistent track record of success despite the ever-changing landscape in education.

Participants in this session:
- Hear about the unique PLC journey of a high-performing Title I elementary school.
- See concrete examples of interventions and practices that ensure student success at Title I schools.
- Obtain ideas and strategies, supported by practice and research, to implement at their K–6 schools.

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)
Jasmine Kullar
Celebrating and Retaining Staff: Creating an Effective Recognition Program
Recognizing school employees helps retain teachers and staff and builds morale in the building as people feel valued and respected for their work. Recognition should not be just formal, annual celebrations; they should be a daily part of school culture. As important as this is, leaders sometimes do not have the time to recognize faculty and staff—or just don't know how. Jasmine Kullar outlines the importance of recognition and reviews the components of an effective recognition program.

Participants in this session can expect to:
- Review why recognition is essential to teacher and staff morale.
- Identify barriers to recognizing school employees and discover solutions to these barriers.
- Explore a variety of strategies used in schools to recognize faculty and staff.

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

High (9–12)
Brandon Jones
The Elephant in the Room: Building Consensus and Overcoming Conflict
We have read the books, studied the research, watched the videos, and attended the training. Why, then, is everyone still not moving in the same direction? Establishing protocols for how decisions are made is a critical step in becoming a highly effective PLC. Even with these methods in place, there will be staff unwilling to support the process. Participants in this session examine ways to approach building consensus and the means to deal with resistance so the journey continues. This session is based on the cultural research of Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many, and Anthony Muhammad.

Participants can expect to:
- Examine how to lay the foundation for maximum buy-in.
- Analyze the latest research on those who contribute to the culture of an organization.
- Learn how to establish consensus.
- Explore strategies for working with resisters.

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
Women in Leadership: Standing on Top of the Glass Ceiling
The right work for improving learning for all students is the same for men and women. However, women in leadership positions frequently encounter obstacles and opportunities specific to their gender. This session examines how successful women in education lead and offers research-based strategies for developing and honing exemplary leadership practices. Janel Keating shares how she brings an instructional focus to leadership and strives for a balance between the personal and professional.

Participants in this session:
- Identify the unique leadership obstacles and opportunities facing women in education.
- Learn how successful women negotiate for what they need to be effective leaders.
- Gain new strategies for building and leading school and district leadership teams.

Day 2 Breakout Session Descriptions
1:00–2:30 p.m.

Elementary (K–5)
Michael D. Bayewitz
Unleashing Parent Engagement in High-Poverty Elementary Schools
For years, educators have stressed the importance of parent involvement in schools. However, many schools—particularly high-poverty schools—have struggled to realize sustained, meaningful parent engagement. Using the PLC principle of a focus on learning (a commitment to learning for *every* student) as an entry point, participants learn new ideas for how they can meet parents' needs by strengthening partnerships and removing barriers to learning.

Participants in this session:
- Challenge conventional thinking about how schools partner with parents in high-poverty areas.
- Identify the difference between parent involvement and parent engagement.
- Learn how to remove barriers to learning by engaging parents in creative and innovative ways.

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

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

Brig Leane
Beginning With the End in Mind: From Just Starting to Becoming a Model PLC School
"If you don't know where you are going, any road will get you there." —Cheshire Cat, *Alice in Wonderland*

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.

<u>High (9–12)</u>
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.

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
Are Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams
The two important reasons to look at data in a PLC are to determine whether kids are learning and to improve professional practice. This interactive session highlights how high-performing teams quickly examine their data to make decisions that impact kids in the classroom. Participants are provided an effective, user-friendly data analysis tool to facilitate this work.

Day 3 Breakout Session Descriptions
8:00–9:30 a.m.

Elementary (K–5)
Michael D. Bayewitz
Collegiality Versus Congeniality: Engaging in the Difficult Conversations of a PLC
Creating a collaborative culture is an essential characteristic of a successful PLC. To do so, educators must build trust and invest in developing personal relationships. How do educators maintain congeniality and still confront difficult facts when results fall short? Participants leave this session with a toolkit for effective communication and coaching strategies on how to engage in difficult collegial conversations within the context of a PLC.

Participants in this session:
- Gain appreciation for the importance of building a collaborative culture.
- Understand the difference between collegiality and congeniality in a PLC.
- Leave with a toolkit for facilitating effective communication and coaching strategies.

Lisa M. Reddel
You Are the Principal … You Must Communicate—Words Matter
In this world of short sound bites, short attention spans, and one-sentence sermons, every word and each conversation count. As a leader, your words are impactful in a PLC. Your words, combined with your beliefs, tend to become your reality. Words *do* matter. What words and messages do you choose and use to support your students, teachers, school, and community?

Participants in this session:
- Gain an understanding of top leadership characteristics and learn to recognize the importance of clear and consistent communication in a collaborative culture.
- Acquire tips on how to respond to resisters.
- Apply the principles of dialogue in building a collaborative culture in schools.

Middle (6–8)
Jasmine Kullar
Critical Conversations With Resisters, Fake Supporters, and the Eternally Crabby
Despite the excitement and buy-in educators may have in implementing PLCs and engaging in this work, they will undoubtedly run into staff who do not support the journey. These are team members who may seem to support a PLC but speak against it in the parking lot, openly resist, or are just averseto innovation. Working with people who do not want to change the way they have always done things can be challenging—but it can, and must, be done. Jasmine Kullar outlines how understanding the "why" helps shape the solutions to working through this very real problem and effective inroads into difficult conversations. Participants delve into proven tips and techniques for mastering these critical conversations.

Learning outcomes for this session include:
- Identifying reasons it is difficult to have critical conversations
- Recognizing why we may not achieve the desired outcome after having critical conversations
- Acquiring various tips, techniques, and strategies to engage in effective critical conversations

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.

Participants in this session:
- Examine tools that determine which staff members should be on the guiding coalition.
- Identify strengths and areas for improvement within a guiding coalition.
- Develop an understanding of consensus and learn to lead an effective collaborative decision-making process for schoolwide changes, such as master schedules, mission, vision, values, and goals to achieve learning for all.

<u>High (9–12)</u>
Brandon Jones
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.

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

All (K–12)
Troy Gobble
How to Lead for Change: One School's Journey to Standards-Based Grading
Adlai E. Stevenson High School has embarked on a five-year process to change how it grades and reports student success. This session describes the leadership choices and organizational steps required to undertake this massive change. In this session, participants reflect on upcoming changes in their own buildings and apply the presented ideas to their own practice.