



Edmond, AR • July 13–15, 2020

## Day 1—July 13

8:00–9:45 a.m.	<b>Keynote</b> —Tim Brown <i>Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process</i>
9:45–10:15 a.m.	Break
10:15–11:45 a.m.	<b>Session</b> —Aaron Hansen <i>Commitment, Persistence, and Reinspiration</i>
11:45 a.m.–1:15 p.m.	Lunch
1:15–2:45 p.m.	<b>Session</b> —Mike Mattos <i>Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions</i>
2:45–3:15 p.m.	Break
3:15–4:15 p.m.	<b>Live Panel Discussion</b> —Presenters provide practical answers to your most pressing questions.

## Day 2—July 14

8:00–9:45 a.m.	<b>Keynote</b> —Mike Mattos <i>The Litmus Test of a PLC: Making Decisions Through the Lens of Learning</i>
9:45–10:15 a.m.	Break
10:15–11:45 a.m.	<b>Session</b> —Tim Brown <i>Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration</i>
11:45 a.m.–1:15 p.m.	Lunch
1:15–2:45 p.m.	<b>Session</b> —Mike Mattos <i>Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools</i>
2:45–3:15 p.m.	Break
3:15–4:15 p.m.	<b>Team Time</b> —Presenters are available to aid in your collaborative team discussions.

## Day 3—July 15

8:00–9:30 a.m.	<b>Session</b> —Aaron Hansen <i>Owning Their Learning: Students as Partners in Reaching Next Generation Rigor</i>
9:30–10:00 a.m.	Break
10:00 a.m.–12:00 p.m.	<b>Keynote</b> —Robert Eaker <i>Would It Be Good Enough for Your Own Child?</i>

## Optional Breakout Sessions

- **Tim Brown**—*Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset*
- **Luis F. Cruz**—*I Am Sold on PLCs: Practical Tools and Directions to Be Successful*
- **Jennifer Deinhart**—*Elementary Student Goal Setting in a PLC at Work*
- **Heather Friziellie**—*Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools*
- **Janel Keating**—*Bumps in the Road: Getting More Kids to Learn More at Higher Levels*
- **Anthony Muhammad**—*Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn*
- **Sarah Schuhl**—*Creating Common Assessments for Team and Student Learning*
- **Regina Stephens Owens**—*PLC Culture and Community: Next Steps*

# Day 1—Session Descriptions

## Tim Brown

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

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

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

## Aaron Hansen

### Commitment, Persistence, and Reinspiration

Author and educator Mike Schmoker calls it *the press*—the daily avalanche of reports, lesson plans, grading, parent inquiries, emails, and meetings that add to the enormous pressure teachers and leaders face. It is no wonder that educators often feel frustrated and are distracted from what is important. Aaron Hansen motivates participants through structured activities and stories that reiterate what is crucial: all students learning at high levels. Participants are reinspired as they develop ways to keep staff members committed, persistent, and motivated.

Participants can expect to:

- Learn how to connect each staff member’s personal purpose to the organization’s vision.
- Help staff members establish and sustain commitment and persistence to achieve high levels of learning for all students.
- Become reinspired to make a difference at their sites and in their districts.

## Mike Mattos

### Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions

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

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

Outcomes from this session include:

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

## Day 2—Session Descriptions

### Mike Mattos

#### [Keynote] The Litmus Test of a PLC: Making Decisions Through the Lens of Learning

The fundamental purpose of a professional learning community is to ensure high levels of learning for all students. To best achieve this mission, educators within the organization commit to making decisions based on a critical question: Will doing this lead to higher levels of learning? Practices and policies that improve learning are embraced and those that fall short are abandoned. In this keynote, Mike Mattos examines how professionals would apply this “learning litmus test” and identifies the actions proven to best serve our students.

### 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* (2005), argues that explicitly stated values are one of the most powerful steps teams can take toward becoming exemplary. Developing a common vision of instruction, assessment, and interventions at the classroom, team, and schoolwide levels are critical steps in the PLC process. Tim Brown shares strategies and provides helpful examples for developing collective commitments and common vision.

Outcomes from this session include:

- Understanding the importance of developing explicit commitments with members of a team
- Participating in strategies for developing collective commitments as a team
- Exploring processes and protocols that make values more than a one-time event

### Mike Mattos

#### Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools

Identifying students who need help is the lesser obstacle most secondary schools face; instead, the more significant issue is one of time. How do teacher teams schedule interventions during the school day? Mike Mattos offers examples from a high-performing school on how to create time for supplemental and intensive interventions.

Participants learn 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.

## Day 3—Session Descriptions

### Aaron Hansen

#### **Owning Their Learning: Students as Partners in Reaching Next Generation Rigor**

Let's aspire to more than merely leading students to pass the state test. Students who own their learning and know that it is meaningful will exceed expectations on high-stakes tests and be empowered to do more. Participants are challenged to get serious about what they really want students to learn to be successful in school and life instead of just on tests. They will learn how to supercharge their PLC practices—the most powerful model for changing schools—to blow through the low levels of thinking on most tests while enabling students to gain attributes, skills, and hope for an even more important test—the test of life.

Outcomes from this session include:

- Using PLC practices to empower kids to own their learning
- Helping kids develop metacognition and self-efficacy for passing the state test and much more
- Being reminded of the “moral purpose” of giving hope to students

### Robert Eaker

#### **[Keynote] Would It Be Good Enough for Your Own Child?**

After five decades of strong and consistent research, it is no longer in doubt what an effective school looks like. 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.

## Optional Breakouts—Session Descriptions

### Tim Brown

#### **Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset**

Educators promote a strong sense of student efficacy within schools that focus on learning. Several studies show self-efficacy is one of the greatest factors of student motivation and engagement. In this session, participants examine ways to build a growth mindset through data notebooks. Tim Brown shares products teams have developed to empower students in self-reporting and reflection.

### Luis F. Cruz

#### **I Am Sold on PLCs: Practical Tools and Directions to Be Successful**

As educators initiate the PLC at Work process, they need practical tools to begin the journey. However, educators might discover that their staff needs convincing. How and why is the PLC process the best way 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 learn:

- The difference between rational and irrational forms of adult resistance and how to address each
- That effective leadership is an art and science and how to maneuver in both directions
- Practical actions to accelerate the PLC process

### Jennifer Deinhart

#### **Elementary Student Goal Setting in a PLC at Work**

Jennifer Deinhart explores how teams answer the four critical questions of learning through student goal setting. Participants dig deeply into essential standards and develop targeted instruction. As a result, they learn how to help students reflect on their work and next steps in learning.

Outcomes of this session include:

- Reviewing how teams develop learning progressions based on essential standards
- Building skills in creating assessments, common scoring practices, and student self-reflection tools
- Identifying ways to hold data discussions that result in targeted instruction

### Heather Friziellie

#### **Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools**

Schools that function as PLCs must ultimately do two things: 1) build a collaborative culture to promote continuous adult learning, and 2) create structures and systems that provide students with additional time and support for learning. After examining critical ingredients for systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for the next steps in raising the bar and closing the gap.

Educators review strategies and structures collaboratively to:

- Examine core beliefs.
- Use resources (human, material, and temporal) to meet all learners' needs, including developing a schedule to ensure intervention is timely, systematic, and directive.
- Use data to drive intervention, with a focus on progress monitoring to focus 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.

## **Janel Keating**

### **Bumps in the Road: Getting More Kids to Learn More at Higher Levels**

The road to becoming a PLC is never smooth. There are bumps along the way. The issue is not how to avoid the inevitable bumps, but rather how to deal with them. Janel Keating shares challenges to implementing PLCs and provides participants with a process for overcoming these challenges

## **Anthony Muhammad**

### **Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn**

Anthony Muhammad focuses on the systemic implementation of a PLC at Work's four critical questions. Participants learn what it takes to move from theory to application. Dr. Muhammad's strategies are immediately usable when participants return to their schools.

Educators in this session:

- Practice developing essential standards and student outcomes.
- Learn to create useful and valid common assessments.
- Discover how to create an intervention system that meets all students' needs.

## **Sarah Schuhl**

### **Creating Common Assessments for Team and Student Learning**

Common assessments help students and teachers answer the second critical question of a PLC, How do we know if students learned it?

Sarah Schuhl helps address the purpose of assessments and how to identify what students have and have not yet learned. Participants explore considerations for writing quality common assessments and using them to involve students in their learning.

Outcomes from this session include:

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

## **Regina Stephens Owens**

### **PLC Culture and Community: Next Steps**

Every classroom, campus, and community derives inspiration from passion, personalization, and authentic connection. In improving schools, teachers must strive toward continuous progress and steady transformation, moving beyond bias to belief. This growth promotes authentic intelligence, interdependence, and innovation.

It is time to transform from the inside out, moving from invitational to intentional and from beliefs to behaviors that open a new world of possibilities.

Outcomes of this session include:

- Designing a culture that promotes passion-driven learning to ensure high levels of learning for students and teachers
- Evaluating current practices and procedures to promote learning