

Agenda

Edmond, OK • July 13–15

Monday, July 13

6:30–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	Keynote —Tim Brown <i>Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process</i>
9:45–10:15 a.m.	Break
10:15–11:45 a.m.	Breakout Sessions
11:45 a.m.–1:15 p.m.	Lunch (provided)
1:15–2:45 p.m.	Breakout Sessions
2:45–3:15 p.m.	Break
3:15–4:15 p.m.	Panel Discussion — <i>Presenters provide practical answers to your most pressing questions.</i>

Tuesday, July 14

7:00–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	Keynote —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.	Breakout Sessions
11:45 a.m.–1:15 p.m.	Lunch (provided)
1:15–2:45 p.m.	Breakout Sessions
2:45–3:15 p.m.	Break
3:15–4:15 p.m.	Team Time — <i>Presenters are available to aid in your collaborative team discussions.</i>

Wednesday, July 15

7:00–8:00 a.m.	Continental Breakfast
8:00–9:30 a.m.	Breakout Sessions
9:30–10:00 a.m.	Break
10:00 a.m.–12:00 p.m.	Keynote —Robert Eaker <i>Would It Be Good Enough for Your Own Child?</i>

Agenda is subject to change.

Breakouts at a Glance

Presenters & Session Titles	Monday, July 13		Tuesday, July 14		Wednesday , July 15
	10:15–11:45 a.m.	1:15–2:45 p.m.	10:15–11:45 a.m.	1:15–2:45 p.m.	8:00–9:30 a.m.
Tim Brown					
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset	X			X	
Raising Questions and Finding Answers in Our Grading Practices		X			X
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			X		
Brian K. Butler					
What About Us? The PLC at Work Process in Early Childhood	X				
Let's Celebrate!		X		X	
Ensuring Teams Engage in the Right Work			X		X
Robert Eaker					
Friday Night in America: A Commonsense Approach to Improving Student Achievement	X				
A Focus on Learning: What Would It Look Like If We Really Meant It?		X			
Aligning the Work of a Professional Learning Community: Central Office, Schools, and Teams			X		
Developing a Stretch Culture				X	
Aaron Hansen					
Commitment, Persistence, and Reinspiration	X				
Owning Their Learning: Students as Partners in Reaching Next Generation Rigor		X			X
Common Formative Assessment: The Lynchpin of the PLC Process			X		
How to Develop PLCs for Singletons and Small Schools				X	
Jacqueline Heller					

Effective Professional Development in a PLC at Work	X				
Writing Instruction, Assessment, and Proficiency		X		X	
Taking Collective Responsibility for Reading Achievement			X		X
Darshan M. Jain					
Leading Effective Change Through Standards-Based Grading Implementation in Mathematics	X			X	
PLC Mathematics Focus: Impactful Instruction and Tasks		X			X
PLC Mathematics Focus: Assessment and Grading as Tools of Teacher and Student Learning			X		
David Jones					
The Bread and Butter of a PLC: Learning the Essential Components	X				
How to Respond When Students Don't Learn: Developing a Schoolwide System of Interventions at the Elementary Level		X			X
Developing a Guaranteed and Viable Curriculum: Applying a Schoolwide Focus to Improve Results			X		
Developing a Focus on Achievement for English Learners				X	
Mike Mattos					
Are We a Group or a Team?	X				
Personalized Learning in a PLC at Work: Developing Student Agency Through the Four Critical Questions		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools				X	
Kenneth C. Williams					
Starting a Movement: Embracing the Blessed Burden of Leadership	X			X	
At Risk or Underserved? Focusing on What Really Matters in Student Learning		X			
12 Angry Men: The Power of Productive Conflict			X		X

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Session Descriptions

Tim Brown

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

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

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

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

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

This session addresses these questions:

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

Raising Questions and Finding Answers in Our Grading Practices

Talking about grading practices is often a touchy subject, full of emotions, opinions, and personal beliefs. However, when schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine policies, practices, and guidelines to see if they support the principles of learning. Tim Brown shows how a staff can engage educators in a collaborative process committed to grading practices that are aligned with learning outcomes.

Participants discuss these essential questions:

- What do principles of learning, student motivation, and grading have in common?

- What are the reasons and rationale behind changes in grading practices?
- What grading practices and guidelines do successful teams and schools implement?

Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration

Daniel Goleman, author of *Emotional Intelligence: Why It Can Matter More Than IQ* (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 among team members
- Participating in strategies for developing collective team commitments
- Exploring processes and protocols that make values more than a one-time event

Brian K. Butler

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

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

Outcomes from this session include:

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

Let’s Celebrate!

“Recognition provides opportunities to say, ‘Let us all be reminded and let us all know again what is important, what we value, and what we are committed to do’” (DuFour, DuFour, Eaker, et al., *Learning by Doing*, 2016). This session focuses on celebration as an important tool for sustaining the PLC at Work process and how celebration builds and maintains a positive school culture. Brian K. Butler shares his experiences celebrating at Mason Crest Elementary School and explores ways schools can recognize and celebrate improvement, effort, and achievement.

Participants in this session:

- Examine the vital importance of celebration.

- Explore various ways to make celebration everyone's responsibility and ensure there are many winners.
- Gain practical and enjoyable ideas for celebration in their school.

Ensuring Teams Engage in the Right Work

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

Outcomes for this session include:

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

Robert Eaker

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.

Friday Night in America: A Commonsense Approach to Improving Student Achievement

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

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

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

Aligning the Work of a Professional Learning Community: Central Office, Schools, and Teams

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

Developing a Stretch Culture

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

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.

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

Common Formative Assessment: The Linchpin of the PLC Process

There are two primary reasons we collect data on a PLC team: 1) to improve professional practice and 2) to increase student learning. Participants in this session explore the kinds of data, protocols,

and conversations that help teachers improve their practice. Aaron Hansen illustrates how to shift data collection and common assessments from “a thing we do” to a powerful means for gathering actionable information that results in substantive improvements in student learning. Before systems of intervention can be as effective as we hope, teacher teams must become adept at gathering information about students’ measurable deficits. The more fluid teams become, the better their outcomes.

Participants in this session:

- Practice using simple data to inform decisions about intervention.
- Use that set of data to understand how to engage in conversations that improve teams’ professional practice.
- Understand the power of involving students in tracking their own data to develop a sense of ownership in their learning.

How to Develop PLCs for Singletons and Small Schools

PLC concepts resonate with most educators, but making collaborative learning work in small schools or for singleton teachers can be challenging. Participants explore five models for creating meaningful professional learning teams: 1) changing schedules to allow teachers to teach the same subjects, 2) vertical teaming, 3) cross-curricular teaming, 4) supporting roles, and 5) using electronic tools to pair teachers with peers in the same subject area.

Participants discuss common structural barriers that prevent singletons from joining collaborative teams and develop an action plan to incorporate singletons into the PLC process.

Jacqueline Heller

Effective Professional Development in a PLC at Work

Too often, professional development for teachers does not lead to sustained changes in instructional practices. Breaking through the knowing–doing gap and building capacity within teacher teams is best accomplished when teachers have a firm understanding of the seven features of professional development and implement the three big ideas of a PLC. PLCs call for effective job-embedded professional development to improve individual and collective practices and achieve higher levels of learning for all—students and adults.

Participants in this session:

- Learn ways to improve collaborative team time using research-affirmed criteria and effective job-embedded professional development.
- Discover what teams need in order to embrace sustained changes in instructional practices.
- Explore various professional development approaches that foster collective efficacy as teams learn together.

Writing Instruction, Assessment, and Proficiency

Writing instruction is often the first thing to get cut from the literacy block. Many teachers consider themselves to be readers but do not consider themselves to be writers, which makes them less confident about writing instruction. This is all the more reason teams need to collaborate to improve individual and collective practices in writing and ensure students are strong communicators. Participants in this

session consider tasks for teams to tackle during their collaborative time to improve writing instruction, assessment, and proficiency in the literacy block as well as other content areas.

Learning outcomes from this session include:

- Understanding how to create learning progressions for writing standards
- Experiencing a team process for developing inter-rater reliability in scoring student writing
- Discovering ways to use writing assessments to determine targeted individual, small-group, and whole-group lessons

Taking Collective Responsibility for Reading Achievement

If reading proficiency lays the foundation for achievement in all other content areas, are teachers using all the human resources available at their site to ensure every child is known by name and by need and gets the time and support necessary to read at high levels? Taking collective responsibility for student reading means having high expectations for all readers, using data to set goals, sharing instructional practices, and communicating with all adults who impact reading achievement.

Participants in this session:

- Consider models of co-teaching reading to support diverse populations.
- Explore tools for grouping students for targeted small-group reading instruction to achieve reading goals.
- Discover how classroom teachers, specialists, and other staff can communicate and work more interdependently to improve reading achievement.

Darshan M. Jain

Leading Effective Change Through Standards-Based Grading Implementation in Mathematics

The proficiency- or standards-based grading and reporting movement is at a critical stage with many innovative approaches being modeled and assessed. While the literature supports the benefits of standards-based grading, the preparation for teacher and team implementation can be overlooked. This session, based on the book *Proficiency-Based Grading in the Content Areas: Insights and Key Questions for Secondary Schools* (Solution Tree Press, 2019), focuses on critical questions and challenges that teachers and leaders should invite in preparation for transformational change. Participants explore the successes and challenges of a multiyear implementation of grades 7–12 curricula.

Participants in this session:

- Identify the necessary key curricular commitments needed to impact positive change.
- Explore questions and insights that surface through the early implementation stages and consider responses.
- Develop an outline to support teacher, team, school, and community learning toward productive and sustainable change.

PLC Mathematics Focus: Impactful Instruction and Tasks

Participants in this session explore how curricular teams can improve students' learning outcomes in mathematics through the thoughtful selection of lower-level and higher-level-cognitive-demand tasks. Darshan M. Jain illustrates proven practices for strategic planning, lesson design, discourse, and feedback to advance learning for all students through nonroutine tasks. This session leverages insights and frameworks from the book *Mathematics Instruction and Tasks in a PLC at Work* from Solution

Tree's *Every Student Can Learn Mathematics* series (2018). Dr. Jain also shares sample tasks, resources, and effective lesson-design criteria.

Participants in this session:

- Identify elements of cognitively rich tasks that promote student engagement.
- Gain an understanding of the appropriate use of lower-level and higher-level-cognitive-demand tasks to ensure access to learning for all students.
- Explore the use of small-group and whole-group instructional settings as avenues to formative feedback and learning progress.

PLC Mathematics Focus: Assessment and Grading as Tools of Teacher and Student Learning

To ensure learning access and equity for all students, teachers and curricular teams must develop and use common assessments as a tool of the team's inquiry cycle. Teams committed to strengthening their PLC culture leverage the strengths of colleagues to ensure positive student learning outcomes through continuous adult learning. Co-constructed assessments and scoring allow teams to develop a shared understanding of essential standards, proficiency expectations, effective feedback, and avenues for remediation and extension of student learning. Darshan M. Jain draws from the book *Mathematics Assessment and Intervention in a PLC at Work* (Solution Tree, 2018) to show how to support teachers and teams, reflect on practices, evaluate assessment, improve feedback, and implement interventions.

Participants in this session:

- Learn a protocol to score and calibrate assessments that strengthen team's actions toward student learning.
- Develop strategies to support students' responses to intervention and take ownership of their learning.
- Gain a greater understanding of high-quality mathematics assessments and using criteria to evaluate current assessment tools.

David Jones

The Bread and Butter of a PLC: Learning the Essential Components

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

Participants in this session:

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

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

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

Participants in this session:

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

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

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

Participants in this session:

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

Developing a Focus on Achievement for English Learners

Do you teach students who are learning to speak English? This session provides a practical approach to developing a schoolwide and grade-level collaborative team plan to address the challenges of English learners.

Participants in this session:

- Discover ways to develop schoolwide, collaborative teams, and an ELD task force to improve outcomes for English learners.
- Explore ways to work collaboratively to develop grade-level and schoolwide interventions to improve student learning.
- Learn teaching strategies and examine resources to support school teams and improve achievement for English learners.

Mike Mattos

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.

Are We a Group or a Team?

Collaborative teacher teams are the engine that drives a professional learning community. When these teams are highly engaged in the right work, student learning accelerates ... and when they are not, learning sputters and stalls. Because teachers have traditionally been required to attend grade-level or departmental team meetings, schools often mistakenly assume that merely renaming these gatherings “PLC time” represents teacher collaboration. The act of meeting together does not make a team, but instead, merely a group.

Participants in this session:

- Assess if they are currently part of a group or a team.
- Review the essential work of teacher teams in a PLC.
- Learn how to successfully navigate team disagreements.
- Leave with specific action steps to improve your teacher team.

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

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

Schools that function as PLCs must ultimately do two things: 1) build a collaborative culture to promote continuous adult learning, and 2) create structures and systems that provide students with additional time and support for learning. After examining the key ingredients of systematic

intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies and structures to collaboratively:

- Examine core beliefs.
- Utilize resources (human, material, and temporal) to meet the needs of all learners, including developing a schedule to ensure that intervention is timely, systematic, and directive.
- Utilize data to drive intervention, with a focus on progress monitoring to drive actions.
- Examine the most common RTI mistakes.
- Review a tool for assessing the progress and opportunities for the district, school, or team in considering interventions.

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

Identifying which students need help is not the biggest obstacle most secondary schools face in providing interventions; it is how to schedule the time needed to provide that help during the school day. This session provides real examples from a high-performing school showing how it creates time for supplemental and intensive interventions.

Participants learn specific steps to implement a flexible secondary intervention period, including how to:

- Determine what interventions to offer each week.
- Require students to attend specific interventions.
- Monitor student attendance.
- Allocate staff.
- Extend student learning.
- Address potential obstacles.
- Do all this within teachers' contractual obligations.

Kenneth C. Williams

Starting a Movement: Embracing the Blessed Burden of Leadership

The greatest challenge facing PLC school leaders is creating buy-in among teachers and teams. Some teams take off with the PLC process, some start but get stuck and stall, and others don't start because they haven't bought in yet. This dilemma creates "pockets of excellence," where some students benefit from high-performing teams fully engaged in the PLC process, while others are denied that opportunity. We can no longer leave to chance every students' accessibility to the best our teachers and teams can provide. The PLC process maximizes the efforts and capabilities of our teachers and leaders. In this session, Kenneth C. Williams clearly describes the five leadership shifts necessary to create buy-in breakthroughs. Participants leave this session with a process to ensure fidelity to best practices across every grade level and department team.

Participants in this session:

- Learn how leaders unknowingly sabotage teacher buy-in.
- Discover the difference between epiphanies and breakthroughs.
- Shift their thinking about how buy-in unfolds.
- Gain clarity about what they're doing well and where they need to improve.
- Leave with a solid plan to accelerate buy-in at their campus.

At Risk or Underserved? Focusing on What Really Matters in Student Learning

The questions teachers ask about educating youth impact the results. Participants in this session learn to shift traditional thinking and change paradigms by collaboratively using expertise and resources to maximize student achievement. Kenneth C. Williams helps educators capitalize on PLC principles to ensure success for all students.

12 Angry Men: The Power of Productive Conflict

Kenneth C. Williams uses the classic film *12 Angry Men* as a lens to discuss five qualities that characterize effective teams:

1. Open inquiry
2. Accepting responsibility for decision making
3. Participation of team members
4. Productive conflict to discover ideas and reveal new information
5. The essential role of diversity in decision making

The film explores consensus-building techniques among a group of men whose diverse personalities create intense conflict. Kenneth shows how teams face and overcome similar challenges to collaborate and succeed. The primary learning outcome is for participants to gain ideas to substantially improve team communication and effectiveness.