

Agenda

Orlando, FL • June 24–26

Wednesday, June 24

6:30–8:00 a.m.	Registration	x
	Continental Breakfast	x
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>	x
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	x
12:30–2:30 p.m.	Breakouts	
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel Discussion —Presenters provide practical answers to your most pressing questions.	x

Thursday, June 25

7:00–8:00 a.m.	Registration	x
	Continental Breakfast	x
8:00–9:45 a.m.	Keynote —Timothy D. Kanold <i>Coherence and Culture: Embracing the Why and the How of the PLC Life!</i>	x
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	
11:30 a.m.–1:00 p.m.	Lunch	x
12:30–2:30 p.m.	Breakouts	
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time —Presenters are available to aid in your collaborative team discussions.	x

Friday, June 26

7:00–8:00 a.m.	Continental Breakfast	x
8:00–9:30 a.m.	Breakouts	
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —Anthony Muhammad <i>Moving Beyond “PLC Lite”: Nurturing Full Commitment to the PLC Process</i>	x

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Wednesday, June 24		Thursday, June 25		Friday, June 26
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Tim Brown					
Student Data Notebooks: Developing Ownership, Motivation, and a Growth Mindset	x			x	
Raising Questions and Finding Answers in Our Grading Practices		x			x
Getting on the Same Page: Establishing Collective Commitments About Learning and Collaboration			x		
Marc Johnson					
So Who's Leading This Thing? I Guess We All Are!	x			x	
Collaboration Rocks!		x			
Okay, So We're a Team. Now What?			x		x
Timothy D. Kanold					
Heart and Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!	x				x
The PLC Life of Central Office and School-Site Leadership!		x			
Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!			x		
Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!				x	
Jasmine K. Kullar					
Tough Conversations With Resisters, Fake Supporters, and the Perpetually Crabby	x				
An Inside Look at Meetings		x			x
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools			x		
Celebrating and Retaining Staff: Creating an Effective Recognition Program				x	

Anthony Muhammad					
Bringing the Four PLC Questions to Life: Systems That Ensure All Students Learn	x				
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change		x			
Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey			x		
Collaboration Is a Lifestyle, Not a Meeting!				x	
Getting Started: Building Consensus and Responding to Resisters					x
Rebecca Nicolas					
Activity or Productivity? What Product Monitoring Reveals About Teacher Teams	x				x
A Family of Learners: Creating a Culture of Inclusion for English Learners		x			
Team Dysfunction? A Leadership Rx			x		
"But I Have to Move On!" Intentionality in Recovery and Extensions				x	
Maria Nielsen					
The 15-Day Challenge: Win Quick, Win Often!	x				x
Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning		x			
Help Your Team: Overcoming Common Collaborative Challenges in a PLC			x		
Common Assessments: The Key to Uncommon Results for Student and Teacher Learning				x	
Regina Stephens Owens					
The Why Effect: Intentional Systems Drive Inspirational Cultures	x				
Personify Your Mission, Vision, and Values		x			

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning			x		
Teams and Technology				x	
Collective Efficacy at Work					x
Julie A. Schmidt					
The Essential Work of Teacher Teams in a PLC	x				
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes		x			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			x		
Question One in an All-Means-All Culture				x	
Differentiation for Teams: Taking It to the Next Level					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 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

Marc Johnson

Okay, So We're a Team. Now What?

Focused collaboration is the key to high-performing teams. Rebecca DuFour states, "It's not, 'Did we spend time together?' but rather, 'Did the time we spent together impact our work?'" The aim is to ensure that teams stay focused on learning in a collaborative culture driven by results rather than intentions. This session explores ways to develop clarity on collaborative work and the flow of work required for teams to respond to the four critical questions of a PLC through their actions.

Participants in this session:

- Develop clarity in their work through team actions in response to the four critical questions of a PLC.
- Explore tools that help teams stay focused.
- Engage in the work of a collaborative team that connects adult actions to student outcomes.

So Who's Leading This Thing? I Guess We All Are!

Every high-performing team has a leader who influences and inspires its members, but in systems where high-performing teams exist, leadership roles are also dispersed at all levels throughout the organization. No one person leads alone. Rather, team leaders exist at multiple levels of the organization. Understanding the role of leaders and having clarity around what is expected in this role are essential. As Mike Schmoker writes, "Clarity precedes competence." Marc Johnson helps clarify the leadership role in teams, how to develop a systemwide view of leadership, and how to develop leadership capacity.

Participants in this session:

- Discuss leadership characteristics and challenges.
- Explore the role of leadership at the district, site, and team level.
- Discover tools and strategies to strengthen teams and develop leadership capacity.

Collaboration Rocks!

Cultivating a culture of collaboration is the second big idea of a PLC at Work. All too often, educators treat shaping culture as little more than a feel-good moment at the start of a new school year. Guiding the development of an organization's culture requires deliberate, purposeful, ongoing action by leaders and team members at all levels. Marc Johnson provides an overview of elements that impact

culture and essential contributions at all levels of the organization in shaping and guiding a collaborative culture.

Participants in this session:

- Develop an understanding of what most influences culture.
- Focus on the development of common intent through shared mission, vision, values, and goals.
- Experience a hands-on collaborative activity to help process the learning

Timothy D. Kanold

Heart and Soul: Living a Fully Engaged, High-Energy, Well-Balanced Professional Life!

Within the culture of a PLC school, the relational expectations, give and take, and sometimes chaotic noise of daily interactions can be overwhelming and exhausting. By understanding one's daily heartprint, educators are better able to inspire, engage with, and influence students and colleagues season after season.

Timothy D. Kanold draws from the wisdom of his book *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018 IPPY Gold Medal winner) to provide research, insights, and tools from thought leaders inside and outside education. He examines ways for all educators to lead high-energy, happy, and well-balanced PLC professional lives each and every day.

Participants can expect to:

- Examine the H and the E elements of their HEART: their relational happiness and how to become fully engaged in their work life.
- Discover ways to improve their relational intelligence and impact (heartprint) on others as part of the PLC culture.
- Learn ways to reflect upon, pursue, and sustain a well-balanced, high-energy personal and professional life that can positively affect students and colleagues.

The PLC Life of Central Office and School-Site Leadership!

School-site, guiding coalition, or central office leaders face the challenge of leading others into the great adventure of the PLC life. Yet, they also must overcome obstacles that prevent full, ongoing, and sustained implementation of the PLC life in their programs, schools, or districts.

Timothy D. Kanold bases this session on chapters 21–25 from his best-selling, award-winning book *HEART! Fully Forming Your Professional Life as a Teacher and Leader* (2018). He reveals how administrators, program leaders, and instructional coaches can become dynamic decision makers that others follow. As participants identify primary barriers to the PLC life, Dr. Kanold facilitates dialogue to find meaningful solutions based on what is “loose” and “tight” in a PLC at Work culture.

Dr. Kanold indicates, “As we become professionals, we tie our workplace heartprint and decision making to the *vision* for our work life actions and the results of our leadership wisdom, in order to promote coherence—and celebrate the difficult daily actions of others.”

Participants learn how to:

- Use vision to lead, create, and inspire a sustainable, successful PLC life.
- Help others eliminate districtwide barriers to PLC process implementation by connecting daily actions to measurable outcomes.
- Commit to a simple leadership heuristic to avoid randomness, chaos, and incoherence when implementing the PLC culture.

Your K–12 PLC Mathematics Focus: Great Instruction and Tasks!

Timothy D. Kanold explores how collaborative teams can improve student achievement in mathematics through the balanced use of lower-level- and higher-level-cognitive-demand tasks and classroom discourse combined with meaningful formative feedback during instruction. This session is based on his book *Mathematics Instruction and Tasks in a PLC at Work* from Solution Tree's *Every Student Can Learn Mathematics* series (2018).

Dr. Kanold shares six research-affirmed lesson-design criteria essential to student perseverance and sustained effort in mathematics class every day. He shares sample mathematics tasks and online resources for teacher support.

Participants use the PLC mathematics lesson-design model to:

- Define the difference between relevant and meaningful mathematics.
- Consider the effective use of prior knowledge and academic vocabulary activities.
- Examine the balanced use of lower-level- and higher-level-cognitive-demand tasks during class.
- Consider the balanced use of in-class student discourse as part of formative assessment feedback when students get stuck during the lesson.

Your K–12 PLC Mathematics Focus: Assessment, Homework, and Grading!

Timothy D. Kanold explores how mathematics assessment and grading can either inspire or destroy student learning. This session is based on *Mathematics Assessment and Intervention in a PLC at Work* and *Mathematics Homework and Grading in a PLC at Work* (2018). Both are from Solution Tree's *Every Student Can Learn Mathematics* series.

Dr. Kanold reveals eight research-affirmed criteria for creating high-quality unit assessments (quizzes and tests) and the accurate scoring of those assessments. Participants also reflect on and answer the formative question "Now what?" when an assessment is returned to students. The session ends with a brief discussion about research-affirmed criteria for high-quality mathematics homework routines and practices.

Participants in this session:

- Use high-quality mathematics assessment-design criteria for evaluating the quality of current math quizzes and tests.
- Consider using a protocol for the accurate scoring (grading) of all quizzes and tests.
- Develop formative strategies for student response, intervention, and ownership of learning during and at the end of a mathematics unit of study.
- Explore research and discussion tools to design highly effective mathematics homework routines and practices.

Jasmine K. Kullar

Tough Conversations With Resisters, Fake Supporters, and the Perpetually 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 averse to 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 K. Kullar outlines effective inroads into difficult conversations. Understanding the *why* helps shape the solutions to working through this very real problem. Participants delve into proven tips and techniques for mastering these critical conversations.

Learning outcomes include:

- Identifying reasons why it is difficult to have critical conversations
- Recognizing why we may not achieve desired outcomes after having critical conversations
- Acquiring various tips, techniques, and strategies to engage in effective critical conversations

An Inside Look at Meetings

In a PLC, what should teachers talk about when they meet? Once the components, practices, and methods of implementation have been made clear, how do teachers put it all together to ensure productive discussions with colleagues in meetings? How do those meetings then result in everyday action to become the school's culture? The structure of collaborative meetings and their resulting discussions are crucial in developing a successful PLC.

Participants in this session:

- Examine characteristics of effective and efficient collaborative meetings.
- Explore issues that relate to the four critical questions of a PLC.
- Identify strategies to make team discussions the norm in their schools and districts.

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 breakout provides real examples from a high-performing school on 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.

Celebrating and Retaining Staff: Creating an Effective Recognition Program

Recognizing the virtues and achievements of teachers and staff helps retain them. When people feel valued and respected for their work, it creates lasting morale in the building. Recognition should not be just formal, annual celebrations, but rather a daily part of school culture. As important as this is, leaders sometimes do not have the time to recognize staff—or just don't know how to. Jasmine K. Kullar outlines the importance of recognition and reviews the components of an effective recognition program.

Participants in this session can expect to:

- Examine why recognition is essential to staff morale.
- Identify barriers to recognizing staff and discover solutions to these barriers.
- Explore various strategies schools use to effectively recognize teachers and staff.

Anthony Muhammad

[KEYNOTE] Moving Beyond “PLC Lite”: Nurturing Full Commitment to the PLC Process

More than twenty years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. The PLC at Work model has been celebrated and validated as the most promising way to improve student learning, yet so many schools remain stalled at the beginning stages of implementation. Why does this reality of “PLC lite” still plague our profession 20-plus years later? Without exception, schools that use this model to transform their practice have one thing in common: effective leadership. This session explores the keys to effectively transitioning a school or district into a model PLC.

Outcomes from this session include:

- Understanding leadership challenges and lessons learned from more than 20 years of PLC practice
- Learning the difference between leadership behaviors that undermine and those that promote the purpose of a PLC
- Exploring practical strategies that improve participants' ability to lead others through the change process and build consensus

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

This session focuses on systemic implementation of the four critical questions of a PLC. Participants gain a powerful understanding of what it takes to move from theory to practical, systemic implementation. The strategies Anthony Muhammad presents can be immediately applied when participants return to their schools.

Participants in this session:

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

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

This session explores the connection among personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for years and commonly holds that the primary culprit in the fight to overcome the achievement gap is our individual and collective thinking.

As a result of this session, participants understand:

- The true meaning and value of school culture
- The power of mindsets and their influence on educator effectiveness
- How to shift from damaging mindsets (superiority and inferiority) to high levels of efficacy (liberation mindset)

Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey

This session addresses two vital stages in the process of creating a PLC culture: 1) establishing philosophical agreement and building shared purpose, and 2) addressing staff frustration and reluctance to change. Anthony Muhammad leads an exploration of the theories linking school culture and student learning, and participants leave with practical strategies to start the process of transforming the culture at their schools and districts.

Learning targets include:

- Addressing counterproductive belief systems and forming a cohesive team of student advocates
- Analyzing and managing staff frustration
- Understanding the balance between support and accountability

Collaboration Is a Lifestyle, Not a Meeting!

How is a culture of collaboration created? How can an environment be implemented in which people embrace collective responsibility? This session addresses the collaborative characteristics of a high-performing PLC. Participants learn how teachers, support staff, school administrators, and central offices work together to improve school performance. Anthony Muhammad also discusses staff resistance to change and the leader's role in building consensus.

Participants in this session:

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

Getting Started: Building Consensus and Responding to Resisters

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

Outcomes from this session include:

- Defining consensus
- Applying the most effective strategies for building consensus
- Learning seven research-based strategies for addressing resistance

Rebecca Nicolas

Activity or Productivity? What Product Monitoring Reveals About Teacher Teams

Monitoring agendas can help leadership teams understand their teams' activities, but monitoring productivity allows school leadership to better understand the teachers' work associated with each of the four critical questions. Participants examine each of the four critical questions and the products associated with them. Administrators and teachers in this session learn about a simple data collection tool that helps leaders and teacher teams audit their productivity and ensures that teams are progressing appropriately through each of the four critical questions.

Outcomes from this session include:

- Understanding the difference between activity- and productivity-focused teams
- Exploring the 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

Team Dysfunction? A Leadership Rx

While there is no panacea when things go wrong in a professional learning community—and plenty of ways to go wrong in attempting to “fix” a struggling team—data delivers the mandate for teachers to begin the process in earnest. When meaningful data drives teacher work, a truly collaborative team can realize its greatest potential. Participants in this session learn about the tempting solutions that many teams sample before arriving at the lynchpin of the PLC: common formative assessments.

Outcomes from this session include:

- Diagnosing the myriad ways in which teams engage in “PLC lite”
- Exploring the temptations of the “easy fix” for dysfunctional teams
- Understanding the critical ways in which common data can move teams forward

“But I Have to Move On!” Intentionality in Recovery and Extensions

Some teams stall out when it comes to addressing critical questions 3 and 4 of the PLC process, becoming content with collaborative conversations about only the first two questions: What do we want students to know? and How will we know if they know it? However, great teams consistently tackle the question: What will we do next? Opportunities for students to recover standards or extend their understanding after basic mastery must be systemically embedded into the collaborative rhythms of a team. Teams that purposefully schedule conversations about critical questions 3 and 4 within their collaborative pacing address what all teachers know: Formative assessment is just the beginning.

Outcomes from this session include:

- Exploring the problematic impulse of teams to focus on content coverage over subject mastery
- Focusing on intentionality in pacing and planning for recovery and extension
- Understanding the power of teams to design innovative responses to student performance

A Family of Learners: Creating a Culture of Inclusion for English Learners

The purposeful inclusion of English learners into the life of a school enriches the experience of all stakeholders, including the families of these students and their English-speaking peers. Perhaps no one is more impacted than the teachers who adapt their practices to include these students and, in the process, transform their teaching strategies and classroom environment. When EL teachers are purposefully included in high-functioning collaborative teams, it allows a school to realize the vision of ensuring professional learning for all.

Outcomes from this session include:

- Creating and communicating a vision of inclusion for all learners in a school
- Acquiring a “starter-pack” of strategies for teachers and teams to increase inclusion in their classrooms
- Developing a schoolwide team to implement the supports and opportunities for English learners and their families

Maria Nielsen

The 15-Day Challenge: Win Quick, Win Often!

This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools across the country are using this simple learning–assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:

- Clarify the work of collaborative teams.
- Establish steps for a guaranteed and viable curriculum.
- Explore the learning–assessing cycle in a unit of study.

Show Me What Ya Got: Student Engagement Strategies to Keep the Pulse on Learning

Maria Nielsen helps teachers move past “sit and get” in the classroom to a place where all students actively participate in learning. She shares engagement strategies to assess student understanding throughout a lesson or unit of study.

Participants can expect to:

- Explore the *nifty nine* best teaching strategies.
- Learn how to assess student learning by implementing engagement strategies.
- Identify the differences among assessment questions, open questions, and engagement questions.

Common Assessments: The Key to Uncommon Results for Student and Teacher Learning

The secret is out: Common formative assessments are the key to improving student learning! Formative assessments are powerful when teams of teachers create assessments in common then share and discuss the results. This collaborative process leads to a dramatic increase in student learning and improved teaching practices. Maria Nielsen provides proven tools to effectively use common assessments across grade levels and departments and illustrates practical strategies for implementing and using assessments to substantially improve student and adult learning.

Participants in this session:

- Examine the benefits of using common assessment as a grade level or department.
- Understand the balance between formative and summative assessments.
- Gain formative assessment tools to increase student and adult learning.
- Discover quick and easy ways to look at data and drill down to individual students.

Help Your Team: Overcoming Common Collaborative Challenges in a PLC

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 book of the same title (Solution Tree Press, 2019), coauthored by Maria Nielsen and other educators who possess a wide range of backgrounds and experiences 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.

Regina Stephens Owens

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning

In a time of tremendous focus on data, it is imperative to develop a rich culture of collaboration through dialogue and data protocols and to move from a deficit mindset to a growth mindset. Participants in this session discover ways to create a culture of collaboration, use various types of data protocols, and increase team capacity and student learning.

Outcomes from this session include:

- Examining ways to focus on results through the lens of data
- Obtaining tools, tips, and templates proven to impact team and student learning
- Learning strategies to move from data to demonstration of learning

The Why Effect: Intentional Systems Drive Inspirational Cultures

Organizational purpose, collective beliefs, and commitments affect building systems at all levels. How can we ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. Regina Stephens Owens shares strategies to design cultures that move from compliance, coercion, and fear to cultures that are respectful, responsive, and reflective.

Outcomes from this session include:

- Understanding how to promote high standards of achievement for all
- Discovering how to create a collective, rather than individual, leadership focus
- Designing and developing cultures that are respectful, responsive, and reflective

Collective Efficacy at Work

Leveraging the strengths of all community members can be challenging. Where do we start? How can we monitor and measure to ensure growth for staff and students? How do we work interdependently to accomplish goals? Regina Stephens Owens facilitates a collaborative discussion as participants discover ways to increase results through collective responsibility.

Participants in this session explore how to:

- Build a community of compassion where all stakeholders work interdependently to ensure students are ready for college, career, and life.
- Develop experiences where staff and students learn and grow, resulting in the alignment and achievement of individual and organizational goals.
- Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

Personify Your Mission, Vision, and Values

Mission, vision, and values are much more than statements placed on a wall; they are the foundation of a learning community. They clarify a school's purpose, sustain its culture, and propel it toward future achievements. This session focuses on ways to ensure a community of learning is built on a solid foundation that sustains staff efforts and goes deeper into the PLC process.

Outcomes from this session include:

- Understanding how to leverage mission, vision, and values in development of a successful learning community
- Learning the initial steps of the PLC process
- Utilizing PLC continuums to go deeper into the work and sustain improvements

Leveraging Technology to Strengthen Teams

Effective teams are essential to the professional learning community process and continuous improvement. Participants in this session learn strategies to leverage technology in support of teamwork and ensure growth through collective inquiry and action research.

Outcomes from this session include:

- Understanding ways to use technology as a motivator to advance the work of teams
- Discovering ways to leverage web resources to address the four essential questions of a PLC
- Considering the proven advantages of using technology to build collective capacity and ensure continuous improvement

Julie A. Schmidt

Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes

Warning: This work is not for the faint of heart! When teams commit to the PLC process and decide to engage in a cycle of continuous improvement, the first critical step is to examine their personal and systemic beliefs about students, themselves, and learning. Only then can they exclaim with confidence that "all really does mean all!" Once team members collectively make that commitment and understand how we got here, they must then define what improvement looks like and how to get there. Julie A. Schmidt challenges participants to examine their professional beliefs before delving into collaborative

structures, the importance of scaffolding, what tailored instruction does and does not look like, and where local practices may or may not align to the belief that all kids can learn at high levels.

Outcomes from this session include:

- Understanding past realities regarding special education
- Learning strategies to build a school and district culture with a belief that all students can learn at high levels
- Examining collaborative structures to support high levels of learning for all
- Identifying instructional practices that lead to high levels of learning for all
- Reflecting on local current practices and policies that do and do not align with the belief that all students can learn at high levels

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.

Question One in an All-Means-All Culture

Participants first examine the what and why of establishing a guaranteed and viable curriculum. Then, they use a protocol any collaborative team could employ to deeply understand how standards drive the team conversation to plan for instruction and formative assessment to support all learners in reaching proficiency. Finally, participants use a data set and protocol to analyze and discuss formative assessment data to plan for instruction, intervention, and extension.

Outcomes from this session include:

- Exploring essential elements of a guaranteed and viable curriculum for all
- Becoming familiar with a protocol that facilitates deep learning around standards and targets
- Using the protocol for robust pre-instruction planning
- Using the protocol to analyze and discuss common formative assessment data to drive instruction and intervention

Differentiation for Teams: Taking It to the Next Level

Highly effective PLC practices are built on the foundation of high-functioning collaborative teams. These teams recognize that each team member brings different perspectives to the table. This session focuses on the dynamics of collaborative teams, understanding those dynamics, and various tools available to assess stages of development.

Objectives for this session include:

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

The Essential Work of Teacher Teams in a PLC

Teacher teams are the engines that drive the PLC at Work process and student learning, but only if they focus on the right work. This session uses the book provided, *Learning by Doing: A Handbook for Professional Learning Communities at Work* (Solution Tree Press, 2016), to break down exactly what highly effective teacher teams do with their precious collaboration time. Julie Schmidt, who has led this work for more than 15 years and is currently a school district superintendent, shares valuable tools and practical examples.

Participants in this session:

- Gain an understanding about how the four critical questions of the PLC at Work framework drive teacher team collaboration.
- Experience how teams use common assessment data to improve instruction and target interventions.
- Learn how to use specific tools to assist teams with the right work.
- Assess their current reality and leave with next steps.