Agenda
Fresno, CA • July 29–31

Wednesday, July 29

6:30–8:00 a.m.	Registration	x
	Continental Breakfast	x
8:00–9:45 a.m.	**Keynote**—Tim Brown *Setting the Stage: Understanding the Big Ideas and Foundational Blocks of the PLC at Work Process*	x
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	
11:45 a.m.–12:45 p.m.	Lunch (provided)	x
12:45–2:15 p.m.	**Breakout Sessions**	
2:15–2:45 p.m.	Breaks	
2:45–3:45 p.m.	**Panel Discussion**—*Presenters provide practical answers to your most pressing questions.*	x

Thursday, July 30

7:00–8:00 a.m.	Registration	x
	Continental Breakfast	x
8:00–9:45 a.m.	**Keynote**—Mike Mattos *The Litmus Test of a PLC: Making Decisions Through the Lens of Learning*	x
9:45–10:15 a.m.	Break	
10:15–11:45 a.m.	**Breakout Sessions**	
11:45 a.m.–12:45 p.m.	Lunch (provided)	x
12:45–2:15 p.m.	**Breakout Sessions**	
2:15–2:45 p.m.	Break	
2:45–3:45 p.m.	**Team Time**—*Presenters are available to aid in your collaborative team discussions.*	x

Friday, July 31

7:00–8:00 a.m.	Continental Breakfast	x
8:00–9:30 a.m.	**Breakout Sessions**	
9:30–10:00 a.m.	Break	
10:00–12:00 p.m.	**Keynote**—Anthony Muhammad *Moving Beyond "PLC Lite": Nurturing Full Commitment to the PLC Process*	x

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Wednesday, July 29		Thursday, July 30		Friday, July 31
	10:15–11:45 a.m.	12:45–2:15 p.m.	10:15–11:45 a.m.	12:45–2:15 p.m.	8:00–9:30 a.m.
Jason Andrews					
Our Kids Deserve It Too: Leveraging PLCs for Children in Rural Communities	x			x	
Creating and Sustaining a Culture of Excellence		x			
Stop the Excuses! Overcoming Roadblocks, Resistance, and Red Herrings in a PLC			x		x
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		
Scott Carr					
Learning Leaders: Creating a Personalized Professional Development Program	x				
Earning Doesn't Always Equal Learning in Secondary Schools		x		x	
Innovation That Leads to Learning: Engaging Students in Authentic Experiences			x		x
Luis F. Cruz					
English Learners and PLCs	x				
I Like What I'm Hearing! So How Do We Initiate Our PLC Journey?		x			

Remembering Rick DuFour: Embracing the "Tight and Loose" of the PLC Process			x		
Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn				x	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					x
Amy Gluck					
Yes We Can! An Unprecedented Opportunity to Improve Special Education Outcomes	x			x	
Question One in an All-Means-All Culture		x			
Leading Your PLC With Intention: Eight Important Considerations			x		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	
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	

Mike Mattos					
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	
Guiding Principles for Principals: Tips and Tools for Leading the PLC Process					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
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		
Leveraging Technology to Strengthen Teams				x	
Collective Efficacy at Work					x

Agenda is subject to change.

Session Descriptions

Jason Andrews

Our Kids Deserve It Too: Leveraging PLCs for Children in Rural Communities

America's rural schools face many challenges in providing opportunities for their students. Among these obstacles are poverty, limited resources, lack of access to professional development opportunities, recruiting and retaining high-quality staff members, professional isolation, and, often, preparation for multiple subjects and grade levels. How do we ensure a high-quality educational experience for our kids? Through professional learning communities. By effectively leveraging the four pillars of a PLC, schools in rural communities can become a vehicle for success for their students and positively impact the entire community.

Learning outcomes include:
- Identifying challenges rural schools face
- Examining the four essential pillars of a PLC
- Developing action steps to provide opportunities for all students, no matter what type of community in which they live

Creating and Sustaining a Culture of Excellence

According to Edgar Schein, professor emeritus at the MIT Sloan School of Management, "The only thing of real importance that leaders do is to create and manage culture. If you do not manage culture, it manages you, and you may not even be aware of the extent to which this is happening." Culture is developed over time and evolves through accumulated actions, traditions, symbols, ceremonies, and rituals. This session explores specific actions, strategies, and tools within a PLC to build a culture that expects and supports excellence for all.

Learning outcomes include:
- Identifying the critical factors and best practices that lead to a culture of excellence
- Defining excellence and evaluating the current reality of culture in participants' districts
- Developing action steps to enhance culture in these districts

Stop the Excuses! Overcoming Roadblocks, Resistance, and Red Herrings in a PLC

In order to effect change and improve outcomes and opportunities for students, leaders must build support in their organizations. Indeed, followership can be even more important and challenging than leadership in implementing meaningful cultural change. How do you respond when facing resistance? How do you build buy-in among staff? This interactive session examines common approaches from skeptical and resistant staff and shares effective strategies and practices to address behaviors that build roadblocks to change.

Learning outcomes include:
- Discovering how to build buy-in and gain strategies to address resistance to cultural change
- Identifying common excuses and distractions that can derail change efforts
- Exploring best practices for effectively implementing PLCs

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

Scott Carr

Learning Leaders: Creating a Personalized Professional Development Program
In order to lead learning, educators must first commit to being learning leaders. Teachers and administrators must constantly grow their craft to have the greatest impact on student learning. Scott Carr provides creative ways to design job-embedded professional learning opportunities for all staff. Participants look at systems such as micro-credentialing, walkthroughs, externships, and co-teaching to support ongoing learning and developing teacher leaders in their schools. The power of collaboration and a focus on learning allow educators to escape from one-size-fits-all professional development and shift to personalized professional learning.

Outcomes from this session include:
- Reviewing research on the impact professional learning has on student achievement
- Discovering ways to develop a culture of personalized professional learning in schools
- Exploring programs that can be used to create job-embedded opportunities for professional learning

Earning Doesn't Always Equal Learning in Secondary Schools
Like Mario running through a Nintendo game, students spend a great deal of their time in school chasing points and prizes. How many times have teachers heard, "How much is this worth?" or "What extra credit do you offer?" Are points the currency for learning in your classroom? Do your grades truly reflect what students have learned, or do your grades show what they have completed? Participants look at alternative ways to motivate students to be learners and creators rather than point-gatherers, and explore how PLC teams can support true growth and learning through the use of evidence-based grading and effective feedback strategies.

Outcomes from this session include:
- Reflecting on current practices and comparing them to the research behind best practices
- Exploring how great feedback can promote learning and student success
- Discovering how an evidence-based approach can engage students in their learning

Innovation That Leads to Learning: Engaging Students in Authentic Experiences

The term *innovation* is often associated with technology and digital tools. True innovation comes when we enhance an experience by thinking and believing differently. To improve students' learning experiences, we have to think and believe differently about the learning process. Participants in this session look at two specific strategies—project-based learning and design thinking—to create engaging experiences that challenge and motivate students to create and discover. Participants also make connections between these methods and the context of collaborative practices in a PLC to create a powerful learning experience for all students.

Outcomes from this session include:
- Exploring the basic structures of project-based learning experiences and design thinking frameworks
- Brainstorming project ideas that tie into essential content outcomes
- Using the leverage of PLC collaboration to support project-based learning and innovative teaching ideas

Luis F. Cruz
English Learners and PLCs
Luis F. Cruz shares how schools use PLC strategies to help English learner populations flourish. This session details PLC components administrative and teacher leaders use to close the achievement gap for students learning English as a second language. Dr. Cruz shows how task force leadership can reculture and restructure, while introducing best practices to increase learning outcomes for all students. Learn the seven steps an EL task force can initiate to ensure that students learning English as a second language are included in the "all means all" mantra that defines a school's fundamental purpose of learning for every student.

Participants in this session discover how:
- Teacher-led task forces increase academic performance for English learners.
- PLC practices highlight stark realities when English learners are not learning.
- Adults change their expectations and behaviors when listening to the needs of English learners, resulting in significant improvements in student achievement.

I Like What I'm Hearing! So How Do We Initiate Our PLC Journey?
Research from academia and accounts from educators worldwide confirm that PLCs, when implemented effectively, lead to high levels of learning for every student. However, questions remain. Who is responsible for initiating a PLC? How does a team establish the foundational pillars of a PLC? How does this process take shape? Is it normal to expect staff resistance to this process and is there a difference between rational and irrational forms of resistance? Luis F. Cruz explains in practical terms the *who*, *why*, and *how* associated with the PLC process.

Participants in this session learn:
- How to initiate a PLC process
- The role of a guiding coalition
- How to establish the foundation of a PLC

Remembering Rick DuFour: Embracing the "Tight and Loose" of the PLC Process
Throughout his professional life, Richard DuFour shared important insights aimed at guiding educators in their quest to continuously strengthen implementation of the PLC process. One of his most notable keynotes captured the essence of which aspects of the PLC process must be tight and which could be loose. Luis F. Cruz honors the life of Dr. Rick DuFour by reminding audiences of Rick's message and his purpose of ensuring learning for *all* students.

Outcomes from this session include:
- Understanding why adopting a collaborative culture is a "must do" in a successful PLC
- Learning why ensuring a guaranteed and viable curriculum is essential to the PLC process
- Exploring why allowing teachers the "defined autonomy" to teach in the manner they feel most effective is a loose aspect of the PLC process

Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn
The third critical question of a PLC, What do we do when students don't learn?, often stumps teachers and administrators. Luis F. Cruz showcases methods that schools across the country use to guarantee effective collaboration (taping the room) to ensure an effective collective response when students do not learn (painting the room). Participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:
- How teacher teams effectively collaborate and respond when students do not learn
- Ways to ensure a guaranteed and viable curriculum
- The critical role of common assessments

I Am Sold on PLCs: Practical Tools and Directions to Be Successful
As educators initiate an effective PLC process, they need practical tools to begin and enhance their journey. After leaving this institute, educators may discover that staff back at their site need to be convinced that the PLC process is the most practical path to take in the collective quest 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 in this session learn:
- The difference between rational and irrational forms of adult resistance and how to address each
- The art *and* science of effective leadership and how to maneuver in both directions
- Practical actions to accelerate the PLC process

Amy Gluck
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. Amy Gluck 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

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

Leading Your PLC With Intention: Eight Important Considerations

Implementing and sustaining the PLC process requires diligent leaders who persist in ensuring that their school is a place in which leaders and teachers collaborate, make evidence-based decisions, understand that students are the top priority, communicate effectively, and are involved in trusting relationships.

Participants in this session explore eight areas of focus to consider in effectively leading the PLC at Work process.
1. Achieving focus and staying intentional
2. Establishing and maintaining organization
3. Building shared leadership
4. Using evidence for decision making and action
5. Prioritizing the student
6. Leading instruction

7. Fostering communication
8. Developing community and relationships

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.

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.

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.

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 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.

Guiding Principles for Principals: Tips and Tools for Leading the PLC Process
The principal has an essential role in creating a PLC. Without effective support and leadership, achieving this outcome is virtually impossible. Specifically targeted to site administrators, this session provides proven practices and examples of how to lead and support the work of collaborative teacher teams.

Participants are called on to:
- Learn how to create an effective site leadership team.
- Effectively address violations to a school's collective commitments.
- Monitor and support the work of collaborative teams.

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

Regina Stephens Owens

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

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

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

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

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.