

# Agenda

## Mascoutah, IL • June 18–20, 2024

### Tuesday, June 18

7:00–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Mike Mattos <i>Coming soon!</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 2–3.
11:30 a.m.–12:30 p.m.	Lunch (provided)	
12:30–2:00 p.m.	<b>Breakout Sessions</b>	See pages 2–3.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	<b>Panel Discussion</b> — <i>Presenters answer your most pressing questions.</i>	

### Wednesday, June 19

7:00–8:00 a.m.	Registration	Rooms/Locations TBD
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Anthony Muhammad <i>The Way Forward: PLC at Work and the Bright Future of Education</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 2–3.
11:30 a.m.–12:30 p.m.	Lunch (provided)	
12:30–2:00 p.m.	<b>Breakout Sessions</b>	See pages 2–3.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	<b>Team Time</b> — <i>Presenters aid in your collaborative team discussions.</i>	

### Thursday, June 20

7:00–8:00 a.m.	Continental Breakfast	Rooms/Locations TBD
8:00–9:30 a.m.	<b>Breakout Sessions</b>	See pages 2–3.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	<b>Keynote</b> —Regina Stephens Owens <i>Transformed People Transform People</i>	

Agenda is subject to change.

## Breakout Sessions at a Glance

Presenters & Titles	Tuesday, June 18		Wednesday, June 19		Thursday, June 20
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
<b>Tim Brown</b>					
<i>Coming soon!</i>					
<b>Luis F. Cruz</b>					
Task Forces: Collectively Using PLC Characteristics to Serve Underperforming Student Cohorts	X				
Embracing the Five Vessels: Do We Have the Right Climate <i>and</i> Culture to Become a High-Functioning PLC?		X			
English Learners and PLCs			X		
Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn				X	
I Am Sold on PLCs: Practical Tools and Directions to Be Successful					X
<b>Amy Gluck</b>					
The Critical Role of Question One: Identifying Essentials and How to Use Them in a High-Leverage Way	X				
Intentional, Courageous Leadership Starts With You!		X		X	
Move Your Collaborative Team From <i>Establishing</i> to <i>Flourishing</i>			X		X
<b>Mike Mattos</b>					
<i>Coming soon!</i>					
<b>Anthony Muhammad</b>					
From PLC <i>Lite</i> to PLC <i>Right</i> !	X				
Collaboration Is a Lifestyle, Not a Meeting!		X			
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change			X		

Presenters & Titles	Tuesday, June 18		Wednesday, June 19		Thursday, June 20
	10:00–11:30 a.m.	12:30–2:00 p.m.	10:00–11:30 a.m.	12:30–2:00 p.m.	8:00–9:30 a.m.
Building Commitment and Overcoming Frustration on Your PLC Journey				X	
Transforming School Culture: New Insights					X
<b>Regina Stephens Owens</b>					
Cultivating Educator Wellness for Leading and Living the PLC Life!	X				
The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures		X			
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning			X		
Small Schools and Singletons: Wired for Rigor and Relevance				X	
The Learning Professional: Coaching Competence, Not Compliance					X
<b>Julie A. Schmidt</b>					
Windows and Mirrors: Women Who Lead	X				X
Yes We Can! Moving Beyond Labels Through the Partnership Between General and Special Educators		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Central Office Leadership: Articulate, Protect, and Promote				X	
<b>Eric Twadell</b>					
Social and Emotional Learning in a PLC at Work	X		X		
Leadership Matters: Four Essential Conversations for District, School, and Team Leaders		X			
Grading and Reporting for Learning: The Five Stages of Evidence-Based Grading				X	
Through New Eyes: Examining the Culture of Your School					X

Agenda is subject to change.

## Session Descriptions—Day 1

### KEYNOTE

#### Mike Mattos

*Coming soon!*

### MORNING BREAKOUT SESSIONS

#### Tim Brown

*Coming soon!*

#### Luis F. Cruz

##### **Task Forces: Collectively Using PLC Characteristics to Serve Underperforming Student Cohorts**

A strong and focused PLC ensures high levels of learning for all students. To achieve this goal, PLCs acknowledge that achievement gaps result when traditional school systems don't give historically marginalized students the opportunity to learn. Task forces assemble teams of educators to confront systemic barriers that hinder English learners, students with individual education plans, and economically disadvantaged students, to name a few disenfranchised student cohorts. Luis F. Cruz shares how task forces redesign systems in seven steps to ensure all students learn at high levels, including those traditionally excluded from optimal opportunities.

Participants in this session learn:

- Why our traditional school system was designed to produce achievement gaps
- How collective leadership in the form of a task force initiates the required action to effectively address gaps in learning
- How the PLC process is synonymous with equity and redesigning a system never originally designed for today's definition of *all*

#### Amy Gluck

##### **The Critical Role of Question One: Identifying Essentials and How to Use Them in a High-Leverage Way**

Amy Gluck explains why getting clear about what students should know and be able to do by grade, by subject, or by course is critical for collaborative teams. Participants review the vital role of critical question one of a PLC, discover how to determine essentials, and learn how to develop collective understanding of the essentials in preparation for teaching, assessing, and—most importantly—student learning.

This session is specifically for those who have not developed essential standards, would like a refresher, or are ready to use the essentials to guide pre-instruction collaboration.

Participants in this session:

- Learn why determining essential standards and deep, collective understanding of the essentials is important and logical.
- Discover and practice a process for choosing and ensuring collective understanding of the essentials.
- Consider the use of essentials to drive pre-instruction collaboration.

## Mike Mattos

*Coming soon!*

## Anthony Muhammad

### **From PLC *Lite* to PLC *Right*!**

The PLC at Work process has been accessible to educators for over 25 years. Schools and school districts have been enamored with the concepts, and many have attempted to implement the process at scale. Unfortunately, not nearly enough schools have fully implemented the process. Most settle for a modified, scaled-down version called *PLC Lite*. In this session, Anthony Muhammad explores the key leverage points that will guide any school into PLC excellence!

Participants in this session:

- Learn how to organize an effective guiding coalition to guide a school into the six “tight” elements of a PLC.
- Benefit from 25 years of PLC wisdom in the best practices used to secure full staff commitment to the process.
- Examine surveys and rubrics to measure and assess a staff’s current reality in the PLC process.

## Regina Stephens Owens

### **Cultivating Educator Wellness for Leading and Living the PLC Life!**

In an educational landscape marked by increasing demands, it’s crucial to recognize that the well-being of educators directly impacts student success and teacher retention. This session is an immersive experience designed to equip educators with the tools, strategies, and routines they need to prioritize their well-being, ultimately leading to improved student outcomes and increased job satisfaction.

Utilizing the research-affirmed educator wellness framework built by Timothy D. Kanold and Tina H. Boogren, this session helps educators of all levels and backgrounds learn how to bring their very best selves to their students through the use of daily routines and strategies that can have a big impact on the achievement of educators and students alike. Participants leave this event feeling inspired, motivated, and rejuvenated!

Participants gain insight into:

- Foundational research, theory, and practice for daily educator wellness and well-being in order to enhance student achievement
- A research-affirmed educator wellness framework that can be utilized by individuals, teams, schools, or entire districts as part of their professional development plan
- Simple but powerful routines, strategies, and tools that can be implemented immediately to support the mental and emotional health of all educators

## **Julie A. Schmidt**

### **Windows and Mirrors: Women Who Lead**

This session leads participants through a rollercoaster of emotions, connections, celebrations, and reflections on the historical and current challenges women face as they take on leadership roles. Participants celebrate together and reflect on vulnerabilities leading to a higher level of self-efficacy and awareness.

Participants can expect to:

- Examine some of the historical and research-based challenges women face when making the decision to pursue a leadership position.
- Celebrate the wins—large and small.
- Reflect on our own personal journeys.
- Walk away with connections and a higher level of self-efficacy and awareness around our own uniqueness.

## **Eric Twadell**

### **Social and Emotional Learning in a PLC at Work**

In most schools, social and emotional learning (SEL) is little more than canned programs that highlight cliché-driven posters and flyers. Schools that take SEL seriously learn quickly that we can teach and assess SEL just like any other subject and content area. In this session, Eric Twadell explores the CASEL social-emotional learning competencies and develops strategies and best practices for teaching and learning.

Participants in this session:

- Explore the CASEL social-emotional learning competencies—self-management, self-awareness, social awareness, responsible decision-making, and relationship skills.
- Learn strategies for the explicit assessment of these competencies.
- Understand how these competencies can impact student learning.
- Learn how to assess the impact of social and emotional learning instruction.

## AFTERNOON BREAKOUT SESSIONS

### Tim Brown

*Coming soon!*

### Luis F. Cruz

#### **Embracing the Five Vessels: Do We Have the Right Climate *and* Culture to Become a High-Functioning PLC?**

If a school or district is committed to becoming a professional learning community, then adult behaviors need to shift away from those found in a traditional school system. What behaviors are those found within the context of a PLC? What are five main behaviors that need to be embraced for successful transformation to a PLC? Join Luis F. Cruz as he explains what Rick DuFour called the five non-negotiables schools must embrace to become PLC right and avoid becoming PLC lite.

Dr. Cruz shows participants:

- The specific adult behaviors needed to change to become a PLC
- The five big behaviors that shift all necessary adult behaviors to become a PLC
- The difference between becoming a PLC and embracing the PLC process

### Amy Gluck

#### **Intentional, Courageous Leadership Starts With You!**

Implementing and sustaining the PLC process requires intentional, focused, and courageous school, district, and teacher leaders who persist in ensuring students learn at high levels, who rely on evidence to make decisions, and who foster a trusting, collaborative environment. Participants in this session reflect on their leadership habits and traits and learn strategies that will help strengthen their leadership practices. This session is specifically designed for school leaders, but many of the concepts addressed either relate to or can be applied to educational leadership in general. This session is appropriate for school, district, and teacher leaders to attend as individuals or as school or district leadership teams.

Participants in this session:

- Learn how to become more intentional and courageous in order to ensure high outcomes for students.
- Examine the power of vulnerability in fostering trust and courageous habits.
- Reflect and practice with tools, strategies, and resources for implementing focused daily leadership actions.

### Mike Mattos

*Coming soon!*

## Anthony Muhammad

### **Collaboration Is a Lifestyle, Not a Meeting!**

This session addresses the collaborative characteristics of a high-performing PLC. Learn how teachers, support staff, school administrators, and central office all work together to improve school performance. Anthony Muhammad addresses the issue of staff resistance to change and the leader's role in building consensus. Two key areas are explored: creating a culture of collaboration and creating an environment in which people embrace collective responsibility.

Participants in this session learn:

- How to construct and protect productive collaborative relationships
- How to create organizational coherence and ensure collaboration at every level of the school community
- The balance between support and accountability

## 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 move cultures from an attitude of compliance, coercion, and fear to one that is respectful, responsive, and reflective.

Participants can expect to:

- Promote high standards of achievement for all.
- Create a collective, rather than individual, leadership focus.
- Design and sustain a values-driven culture that is evidenced by trust, transparency, reflection, and responsiveness.

## Julie A. Schmidt

### **Yes We Can! Moving Beyond Labels Through the Partnership Between General and Special Educators**

When teams commit to collaborating in the PLC process dedicated to high levels of learning for *all* students, a key critical step is to examine personal and systemic beliefs about students, themselves, and learning. Then, ensure that all systems align, bringing this vision to life.

Focused on closing the gaps between all students and students with identified needs, this session provides an overview of the core concepts and associated strategies in the work of inclusive practices.

Participants in this session:

- Examine the core concepts and aligned practices that strengthen a collective commitment and the shared ownership required to ensure high levels of learning for *all*.



- Reflect on current practices that do and do not align with the belief that all students can learn at high levels and identify key next steps for moving forward.

## **Eric Twadell**

### **Leadership Matters: Four Essential Conversations for District, School, and Team Leaders**

District, school, and team leaders play an important role in developing PLCs. This session explores the essential characteristics and roles of leaders in creating and sustaining a culture of collaboration and shared responsibility in a PLC.

Participants in this session:

- Take part in four leadership conversations that focus on building coherence and clarity for the work of leaders in a PLC.
- Discover how effective leaders facilitate a culture of shared responsibility.
- Examine strategies effective leaders must utilize to develop a learning-centered culture in districts, schools, and teams.

## Session Descriptions—Day 2

### KEYNOTE

#### Anthony Muhammad

##### **The Way Forward: PLC at Work and the Bright Future of Education**

The impact of COVID-19 will have long-lasting effects on every facet of our society. Very few institutions were more disrupted than schools. The pandemic affected staffing, funding, morale, and the continuity of student learning. Anthony Muhammad explores the history of the field of education and examines why the tenets of the PLC at Work process were important before the global pandemic and why they will be even more important after the pandemic. This is not the time to back away from PLCs; this is the time to reinforce the foundation of the PLC at Work process.

Participants in this session learn that:

- Developing the profession of education has always been evolving. Utopia never existed.
- The principles of PLC at Work are timeless.
- The PLC at Work process is essential in order to repair and advance the field of education.

### MORNING BREAKOUT SESSIONS

#### Tim Brown

*Coming soon!*

#### Luis F. Cruz

##### **English Learners and PLCs**

Luis F. Cruz shares how schools use PLC strategies to help English learner populations flourish. By effectively using PLC components, administrative and teacher leaders close achievement gaps for students learning English as an additional language. Dr. Cruz shows how EL task-force leaders reculture and restructure, while introducing best practices to increase learning outcomes for all students.

Participants in this session learn:

- Why students learning English as an additional language are an asset and not a deficit
- How teacher-led task forces increase academic performance for students learning English as an additional language
- How the PLC process is tweaked to more effectively address the learning needs of EL students

#### Amy Gluck

##### **Move Your Collaborative Team From *Establishing* to *Flourishing***

Participants in this session learn how to use a continuum to identify ways to move their team from *establishing* to *flourishing*. The continuum defines what it looks like when collaborative teams are

intentionally focused on learning and results and provides next steps for teams and those who lead them to move team practice to flourishing so that more students learn at grade-level or higher.

Participants in this session:

- Define the characteristics of high-functioning collaborative teams using a continuum of practice.
- Discover action steps collaborative teams can take to enhance their practices.

## Mike Mattos

*Coming soon!*

## Anthony Muhammad

### **Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change**

Anthony Muhammad explores the connection between personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for many years, but this session seeks to establish that the primary culprit in the fight to overcome the achievement gap is our thinking.

Participants can expect to:

- Understand the true meaning and value of school culture.
- Understand the power of mindsets and their influence on educator effectiveness.
- Understand how to shift from damaging mindsets (Superiority and Inferiority) to high levels of efficacy (Liberation mindset).

## 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 grow a rich collaborative culture through dialogue and data protocols—moving from a deficit mindset to a growth mindset. Participants in this session discover ways to create this culture, use data as information, and increase team capacity and student learning.

Participants can expect to:

- Focus on results through the lens of data.
- Move from data to demonstration of learning.
- Ensure their beliefs and behaviors align as they utilize data.

## Julie A. Schmidt

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

Schools that function as PLCs must ultimately do two things: 1) foster an all-means-all culture of collective responsibility, and 2) create structures and systems that guarantee students additional time and support for learning when they need it.

Participants examine strategies and structures to collaboratively:

- Examine the essential core beliefs that relate to *all means all*.
- Review and reflect on the essential elements Tiers 1, 2, and 3 intervention.
- Consider high-leverage usage of resources (human, material, structural) to meet the needs of all learners.
- Examine the most common RTI mistakes.
- Reflect on critical reminders regarding process and criteria.

## Eric Twadell

### **Social and Emotional Learning in a PLC at Work**

In most schools, social and emotional learning (SEL) is little more than canned programs that highlight cliché-driven posters and flyers. Schools that take SEL seriously learn quickly that we can teach and assess SEL just like any other subject and content area. In this session, Eric Twadell explores the CASEL social-emotional learning competencies and develops strategies and best practices for teaching and learning.

Participants in this session:

- Explore the CASEL social-emotional learning competencies—self-management, self-awareness, social awareness, responsible decision-making, and relationship skills.
- Learn strategies for the explicit assessment of these competencies.
- Understand how these competencies can impact student learning.
- Learn how to assess the impact of social and emotional learning instruction.

## AFTERNOON BREAKOUT SESSIONS

### **Tim Brown**

*Coming soon!*

### **Luis F. Cruz**

#### **Taping Before Painting: Blending the PLC and RTI Processes to Collectively Respond When Students Don't Learn**

Luis F. Cruz shows how to embrace the power of the word *and* versus the tyranny of the word *or*. It's not PLC or RTI, but instead, embracing both the PLC and RTI processes to become a professional learning community. Dr. Cruz showcases how educators use effective collaborative processes (taping

the room) to ensure a collective response when students do not learn (painting the room). Hence, participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:

- How effective teacher teams collaborate and respond when students do not learn
- How to incorporate the five non-negotiable vessels of the PLC Process
- How to gauge collaborative practices via seven stages
- How teacher teams implement structures and processes that will allow for a collective response when students do not learn

## Amy Gluck

### **Intentional, Courageous Leadership Starts With You!**

Implementing and sustaining the PLC process requires intentional, focused, and courageous school, district, and teacher leaders who persist in ensuring students learn at high levels, who rely on evidence to make decisions, and who foster a trusting, collaborative environment. Participants in this session reflect on their leadership habits and traits and learn strategies that will help strengthen their leadership practices. This session is specifically designed for school leaders, but many of the concepts addressed either relate to or can be applied to educational leadership in general. This session is appropriate for school, district, and teacher leaders to attend as individuals or as school or district leadership teams.

Participants in this session:

- Learn how to become more intentional and courageous in order to ensure high outcomes for students.
- Examine the power of vulnerability in fostering trust and courageous habits.
- Reflect and practice with tools, strategies, and resources for implementing focused daily leadership actions.

## Mike Mattos

*Coming soon!*

## Anthony Muhammad

### **Building Commitment and Overcoming Frustration on Your PLC Journey**

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

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

## Regina Stephens Owens

### **Small Schools and Singletons: Wired for Rigor and Relevance**

Singleton teachers are accustomed to seeking solutions and understanding opportunities as they arise. Operating efficiently and effectively within a PLC can be challenging. Team members must collaborate on common denominators, work with peers to improve professional practices and student learning, leverage technology, and authentically engage in the PLC at Work process.

Regina Stephens Owens shows how to use best practices in collaboration, and participants learn how to design action plans supporting the work of schools and singleton teachers in a PLC.

Participants can expect to:

- Gain clarity on connecting in a PLC.
- Seek solutions for successful partnering.
- Learn to function effectively in a PLC.

## Julie A. Schmidt

### **Central Office Leadership: Articulate, Protect, and Promote**

This session focuses on and clarifies the critical role central office leadership plays in the implementation of professional learning communities work that supports long-term sustainability. This session is designed for those who serve in any central office role and those who aspire to serve in such a role.

Participants can expect to:

- Consider how district-level leaders must articulate what is most important.
- Learn about specific actions leaders must take to protect the work identified as being most critical to the improvement of student outcomes.
- Discover how leaders promote the work through aligned goal setting and the thoughtful allocation of resources.
- Reflect on what monitoring and support looks like when they are an intentional learning leader.

## Eric Twadell

### **Grading and Reporting for Learning: The Five Stages of Evidence-Based Grading**

Standards-based grading has often been cited as the “third rail of school reform.” And yet, this is an important destination on the journey to becoming a PLC that embraces assessment and grading practices and supports student learning. This session provides participants with a roadmap for differentiating professional development for teachers and teams interested in implementing standards-based grading.

Participants in this session:

- Gain an appreciation for using a learning map to differentiate professional development.
- Explore challenges associated with traditional grading practices and reporting results.
- Learn how to structure professional development and a learning map for teachers and teams specifically focused on standards-based grading and reporting.
- Explore the five stages of evidence-based grading and reporting.

## Session Descriptions—Day 3

### BREAKOUT SESSIONS

#### Tim Brown

*Coming soon!*

#### Luis F. Cruz

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

As educators initiate the PLC process, they need practical tools to begin and enhance the journey. However, educators might discover that their staff needs convincing when it comes to embracing and implementing PLC at Work. Luis F. Cruz shares resources, movie clips, and a powerful activity to convince administrative and teacher leaders why implementation of the PLC process must become and continue to be a priority.

Participants in this session learn:

- Why resistance to the PLC process is to be expected
- Resources from *Learning by Doing* that act as powerful resources.
- Practical actions to accelerate PLC at Work
- The four schools activity

#### Amy Gluck

##### **Move Your Collaborative Team From *Establishing* to *Flourishing***

Participants in this session learn how to use a continuum to identify ways to move their team from *establishing* to *flourishing*. The continuum defines what it looks like when collaborative teams are intentionally focused on learning and results and provides next steps for teams and those who lead them to move team practice to flourishing so that more students learn at grade-level or higher.

Participants in this session:

- Define the characteristics of high-functioning collaborative teams using a continuum of practice.
- Discover action steps collaborative teams can take to enhance their practices.

#### Mike Mattos

*Coming soon!*

#### Anthony Muhammad

##### **Transforming School Culture: New Insights**

In this session, Anthony Muhammad addresses the issue of conflicting agendas within schools. A high-performing school has a very clear purpose—high levels of learning for all students. Participants



examine the barriers to aligning individual agendas with the organization's agenda and what *all* parties must do to develop the synergy necessary to guarantee learning. The theoretical framework developed by Anthony in the book *Transforming School Culture: How to Overcome Staff Division, 2nd Edition* (Solution Tree, 2018) is examined as the basis for developing a collaborative culture.

Participants can expect to learn:

- How staff division develops and how to prevent it
- Strategies that heal old social and professional wounds
- To create an environment where every professional can thrive

## **Regina Stephens Owens**

### **The Learning Professional: Coaching Competence, Not Compliance**

In a time of great change and instability, educators and administrators more than ever need to become empowered learners. Let's move from telling to teaching and from unsupported expectations to unmatched experiences that ensure educators are prepared for continuous learning.

Participants can expect to:

- Design and develop culture for learning.
- Learn to coach competency, not just compliance.
- Build collective capacity through shared responsibility of learning.
- Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

## **Julie A. Schmidt**

### **Windows and Mirrors: Women Who Lead**

This session leads participants through a rollercoaster of emotions, connections, celebrations, and reflections on the historical and current challenges women face as they take on leadership roles. Participants celebrate together and reflect on vulnerabilities leading to a higher level of self-efficacy and awareness.

Participants can expect to:

- Examine some of the historical and research-based challenges women face when making the decision to pursue a leadership position.
- Celebrate the wins—large and small.
- Reflect on our own personal journeys.
- Walk away with connections and a higher level of self-efficacy and awareness around our own uniqueness.

## Eric Twadell

### **Through New Eyes: Examining the Culture of Your School**

The PLC at Work process is all about culture—not structure. A school culture is founded upon the assumptions, beliefs, values, expectations, and habits that drive its day-to-day work and share how its people think, feel, and act. This session provides participants with the opportunity to examine the culture of two very different schools and explores common practices and conventional wisdom with a critical eye.

Participants in this session:

- Examine the culture of two different schools and the experiences of a student.
- Assess the practices and procedures of a traditional school versus a school that works as a professional learning community.
- Develop an understanding of the important difference between culture and structure in initiative and sustain the PLC at Work process.

## **KEYNOTE**

## **Regina Stephens Owens**

### **Transformed People Transform People**

Becoming a PLC requires that we become learners and embrace collective responsibility as we commit to continuous improvement.

Transformational learning is a matter of belief. What we believe about people impacts every process and procedure we deploy. Educators deserve both a life and a career. Let's design environments and experiences that ensure they learn. Regina Stephens Owens discusses the essentials required to develop a community of learners and a culture of collective responsibility.

Learning outcomes include:

- Designing and develop a culture based on mission, vision, and values
- Creating learning environments to ensure adults experience transformational learning
- Learning to coach competency, not just compliance