

Agenda

Mascoutah, IL • June 18–20, 2024

Tuesday, June 18

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Mike Mattos <i>Proven, Practical, and Doable: Making the Case for PLCs at Work</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–4.
11:30 a.m.–12:30 p.m.	Lunch (provided)	
12:30–2:00 p.m.	Breakout Sessions	See pages 2–4.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Panel Discussion — <i>Presenters answer your most pressing questions.</i>	

Wednesday, June 19

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —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.	Breakout Sessions	See pages 2–4.
11:30 a.m.–12:30 p.m.	Lunch (provided)	
12:30–2:00 p.m.	Breakout Sessions	See pages 2–4.
2:00–2:15 p.m.	Break	
2:15–3:15 p.m.	Team Time — <i>Presenters aid in your collaborative team discussions.</i>	

Thursday, June 20

7:00–8:00 a.m.	Continental Breakfast	
8:00–9:30 a.m.	Breakout Sessions	See pages 2–4.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —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.
Tim Brown					
Building a Commitment to Learning in Students	X				
How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team		X			
Developing Shared Leadership: Forming Your Guiding Coalition			X		
Activating the Keys of Formative Assessment to Create a Culture of Learning				X	
Grading: The Good, the Bad, and the Ugly					X
Luis F. Cruz					
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
Amy Gluck					
The Critical Role of Question One: Identifying Essentials and How to Use Them in a High-Leverage Way	X				
Yes We Can! Moving Beyond Labels Through the Partnership Between General and Special Educators		X			
Move Your Collaborative Team From <i>Establishing</i> to <i>Flourishing</i>			X		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.
Intentional, Courageous Leadership Starts With <i>You!</i>				X	
Michelle Marrillia					
The Case for Coaches in a Professional Learning Community	X			X	
Rising to the Challenge: High Needs, Bold Impact		X			X
Do Common Formative Assessments Change Your Practice? Turning Data Into Successful Secondary Classroom Instruction			X		
Mike Mattos					
Are We a Group or a Team?	X				
Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors		X			
Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools			X		
Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools				X	
Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process					X
Anthony Muhammad					
Collaboration Is a Lifestyle, Not a Meeting!	X				
Transforming School Culture: New Insights		X			
From PLC <i>Lite</i> to PLC <i>Right!</i>			X		
Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change				X	
Building Commitment and Overcoming Frustration on Your PLC Journey					X
Regina Stephens Owens					
Cultivating Educator Wellness for Leading and Living the PLC Life!	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.
Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning		X			
The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures			X		
Small Schools and Singletons: Wired for Rigor and Relevance				X	
The Learning Professional: Coaching Competence, Not Compliance					X
Eric Twadell					
Social and Emotional Learning in a PLC at Work	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	
Using AI Tools to Facilitate Better Teaching and Learning					X

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Mike Mattos

Proven, Practical, and Doable: Making the Case for PLCs at Work

As a profession, we are facing unprecedented times. Never in our history has success in K–12 education been more vital to every child’s success, and never have educators faced such daunting challenges amplified by a global pandemic and social strife. How we, as educators, respond to these realities will have a profound impact for generations. In this keynote, Mike Mattos makes the case that our best hope to overcome these obstacles and ensure all our students succeed is to become a true professional learning community. Participants learn the guiding principles and essential actions of the PLC at Work process, assess their progress, and consider next steps in their PLC journey.

MORNING BREAKOUT SESSIONS

Tim Brown

Building a Commitment to Learning in Students

The educators in a learning-centered school deliberately identify strategies for building and communicating high expectations with their students. The importance of this is reinforced by Anthony Muhammad’s research for his book, *Transforming School Culture: How to Overcome Staff Division* (2017). Muhammad discovered that students will learn more and be more successful in an environment where all educators believe they can learn at high levels, and those educators work together to convince the students they can achieve lofty academic goals teachers set for them.

This session is designed to engage the audience in a thoughtful examination and exploration of four practical and proven strategies that engage students in building a commitment to learning.

Participants can expect to:

- Understand the importance of regularly communicating high expectations to students to develop a culture of learning throughout the school.
- Gain effective learning strategies to communicate and establish a learning-centered classroom culture.
- Recognize the important role celebrations play in reinforcing and sustaining a focus on learning for all.
- Explore various strategies for engaging students in goal setting to take greater ownership of their learning.

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.

Michelle Marrillia

The Case for Coaches in a Professional Learning Community

Successful instructional coaches understand the balancing act of working with teams to help ensure the fidelity of the three big ideas of a PLC while also providing the time and support to individual teachers who need it. Participants in this session learn how a tiered instructional coaching model can help drive the collaborative culture in their schools to increase better outcomes for all students. Participants leave with sample coaching schedules and weekly plans for supporting and providing meaningful feedback to teams.

Participants in this session:

- Define the role of coaches in professional learning communities.
- Create a doable coaching schedule that supports the work of collaborative teams.
- Discuss strategies for building an effective tiered coaching model to support a collaborative culture.

Mike Mattos

Are We a Group or a Team?

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

Participants in this session:

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

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

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

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

How to Build Student Ownership, Motivation, and Efficacy Through the Four Questions of a Collaborative Team

Many students struggle in school because they lack the dispositions associated with high self-efficacy. Studies show that self-efficacy is one of the most significant factors in student motivation and engagement and that educators are the key contributor to a student's academic self-efficacy. Participants in this session examine how the four questions of collaborative teams, when done well, positively influence a student's efficacy judgment.

Participants can expect to:

- Clarify and delineate the dispositions that we want to develop in our students to ensure greater success.
- Learn about the four keys and five essential actions that influence a student's efficacy judgment.
- Understand how the four questions of collaborative teams influence a student's efficacy judgment.
- Explore products and processes that collaborative teams are developing and using to positively influence their students' efficacy judgments.

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

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.

Mike Mattos

Behavior Solutions: Leveraging the PLC at Work Process to Teach Essential Behaviors

The fundamental purpose of a professional learning community is to ensure high levels of learning for all students. To achieve this mission, we know that some students will need support mastering the behaviors needed to succeed in school and beyond. Every school knows this universal truth, but many schools lack the systematic processes to achieve this outcome. In this breakout, Mike Mattos demonstrates how a school can leverage the PLC at Work process to identify, teach, assess, and intervene when students lack essential academic and social behaviors.

Participants can expect to:

- Learn how the entire school—the entire PLC—must work together to teach essential behaviors.
- Apply the four critical questions of the PLC at Work process to identify, teach, assess, and intervene around essential behaviors.
- Consider systematic, tiered supports to target behavior interventions.

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

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.

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

Developing Shared Leadership: Forming Your Guiding Coalition

Many guiding coalitions are slowed in their efforts to become highly effective because they skip the important “forming” stage of a team. With clear purpose, goals, roles, and commitments, the guiding coalition can accelerate their movement from a group to a team with a common goal. This session is designed to have attendees participate in a variety of processes that they can take back and do with their guiding coalition. Examples from the field are provided, but the design of the workshop is for participants to experience and reflect using tools that have been specifically designed to align a guiding coalition to a single purpose.

Participants can expect to:

- Develop an understanding of the forming stage as described in the four stages of teams by Bruce Tuckman.
- Participate in strategies to successfully form a guiding coalition or enhance your current guiding coalition.

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.

Michelle Marrillia

Do Common Formative Assessments Change Your Practice? Turning Data Into Successful Secondary Classroom Instruction

School systems are increasingly data rich, but educators often struggle to use this data to differentiate instruction and provide timely feedback to meet the needs of every student. This session details practical approaches for effective and easy-to-implement reteaching strategies in multiple content areas in secondary classrooms. Michelle Marrillia provides specific examples of creating a system of regrouping and differentiated instruction based on assessment data.

Participants in this session discover:

- How a collaborative team can use data to implement reteaching strategies for students who do not learn the first time
- A stoplight regrouping method for differentiated instruction
- How to incorporate embedded academic advising for timely feedback

Mike Mattos

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 of 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.

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

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.

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.

AFTERNOON BREAKOUT SESSIONS

Tim Brown

Activating the Keys of Formative Assessment to Create a Culture of Learning

Formative assessment can have an amazing impact on learning and is especially beneficial for students who struggle. If you have students who struggle in your school, being great at formative assessment is crucial. Participants in this session examine their current assessment practices in comparison to the five keys and nine principles of assessment for learning. Practical examples and strategies are shared throughout the session.

Participants can expect to:

- Explore the relationship between formative assessment and student achievement.
- Evaluate important considerations in the assessment process.
- Examine tools, scenarios, and processes from the field that demonstrate that the five keys and nine principles are doable in every classroom, at every level.

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.

Michelle Marrillia

The Case for Coaches in a Professional Learning Community

Successful instructional coaches understand the balancing act of working with teams to help ensure the fidelity of the three big ideas of a PLC while also providing the time and support to individual teachers who need it. Participants in this session learn how a tiered instructional coaching model can help drive the collaborative culture in their schools to increase better outcomes for all students. Participants leave with sample coaching schedules and weekly plans for supporting and providing meaningful feedback to teams.

Participants in this session:

- Define the role of coaches in professional learning communities.

- Create a doable coaching schedule that supports the work of collaborative teams.
- Discuss strategies for building an effective tiered coaching model to support a collaborative culture.

Mike Mattos

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

If the fundamental purpose of being a professional learning community is to ensure all students learn at high levels, then there must be time embedded during the school day to provide students extra time and support to succeed. This session provides real examples showing how to create 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.

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

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.

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.

Session Descriptions—Day 3

BREAKOUT SESSIONS

Tim Brown

Grading: The Good, the Bad, and the Ugly

When schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine beliefs, assumptions, policies, guidelines, and practices to ensure everything we do that affects learning is aligned to the mission of the school. Because of the effect grading has on student learning, a discussion about grading practices must be part of the reflective and learning effort by staff. In this session, Tim Brown shares strategies and resources to help staff engage in a collaborative process that examines some of the more prevalent fixes that need to happen with grading if staff is going to be true to a mission that promotes high levels of learning for all students.

Participants can expect to:

- Answer the question, Where should we begin in our discussion about grading?
- Discuss the importance of crafting a statement about what a grade represents.
- Examine four notable fixes in our grading practices in light of a standards- or evidence-based approach to learning: homework, 100% scales, formative assessment, and averaging scores.
- Reflect on grading practices and guidelines that have been successfully implemented in schools at every level.

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.

Michelle Marrillia

Rising to the Challenge: High Needs, Bold Impact

This session is a call to action for educators to rise above obstacles and confront challenges faced by schools with high needs populations. Discover bold, actionable strategies that pave the way for profound impact on student success. Join Michelle Marrillia for a journey of collaboration and visionary leadership that can empower educators and elevate the learning experiences for all students. Be prepared to be challenged, inspired, and equipped with the tools to move away from “PLC lite” and make a lasting impact in high-needs educational settings.

Participants gain insights into:

- How schools move away from adult-centered behavior to student-centered learning
- The conditions necessary for a collaborative culture to exist
- The ongoing support teachers need to maintain a thriving PLC

Mike Mattos

Guiding Principles for Principals: Tips and Tools for Leading the PLC at Work Process

Becoming a professional learning community will not happen by luck, chance, or hope; it requires focused and effective leadership. In this breakout, Mike Mattos provides guiding principles, practical examples, and targeted tools to help leaders—site or district administration and teacher leaders—successfully support teacher teams.

Participants learn how to:

- Create an effective site leadership team.
- Develop and enforce team norms.
- Monitor and support the work of collaborative teams.

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

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.

Eric Twadell

Using AI Tools to Facilitate Better Teaching and Learning

ChatGPT—one of the most valuable technology tools for teachers and learners—became widely available in fall 2022. Since then, artificial intelligence tools like ChatGPT have taken education by storm. Teachers are using these tools to create new content, differentiate their instruction, identify strategies for teaching and reteaching concepts to their students, and work more efficiently and effectively. Just as importantly, high school students are using these tools to improve their understanding of complex ideas, identify new paths of learning in their areas of personal interest, and receive targeted feedback on their work products. Because AI tools are changing how we work and learn, classroom teachers must reflect on their potential and understand their limitations.

Participants in this session can expect to:

- Understand what artificial intelligence is and how it works.
- Discuss both the potential and limitations of artificial intelligence tools.
- Examine how teachers can use artificial intelligence tools to facilitate meaningful learning experiences.

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