

Agenda

New Orleans, Louisiana • June 4–6

Monday, June 4

6:30–8:00 a.m.	Registration Continental breakfast	La Nouvelle Orleans Ballroom Lobby (2nd Floor)
8:00–9:45 a.m.	Keynote —Rebecca DuFour <i>The Power of Professional Learning Communities at Work: Bringing the Big Ideas to Life</i>	La Nouvelle Orleans Ballroom
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	Titles & locations: pp. 3–5 Descriptions: pp. 9–21
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakouts	Titles & locations: pp. 3–5 Descriptions: pp. 9–21
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel discussion <i>A Q&A time with the presenters. Receive practical answers to your most pressing questions.</i>	La Nouvelle Orleans Ballroom

Tuesday, June 5

7:00–8:00 a.m.	Registration Continental breakfast	La Nouvelle Orleans Ballroom Lobby (2nd Floor)
8:00–9:30 a.m.	Keynote —Richard DuFour <i>Implementing the PLC Process: Will You Soar or Settle?</i>	La Nouvelle Orleans Ballroom
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakouts	Titles & locations: pp. 3–5 Descriptions: pp. 9–21
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Breakouts	Titles & locations: pp. 3–5 Descriptions: pp. 9–21
2:15–2:30 p.m.	Break	
2:30–3:45 p.m.	Team time <i>A collaboration time for your team. The presenters are available for help in team discussions.</i>	La Nouvelle Orleans Ballroom

Wednesday, June 6

7:00–8:00 a.m.	Continental breakfast	La Nouvelle Orleans Ballroom Lobby (2nd Floor)
8:00–9:30 a.m.	Breakouts	Titles & locations: pp. 3–5 Descriptions: pp. 9–21
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —Anthony Muhammad <i>No More Drama: Getting Everyone on the Bus and Becoming a Real PLC</i>	La Nouvelle Orleans Ballroom

Agenda is subject to change without prior notice.

Breakouts at a Glance

Presenter and Title	Monday, June 4		Tuesday, June 5		Wednesday, June 6
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Elephants in the Room: Confronting Barriers to Collaboration					La Nouvelle Orleans Ballroom

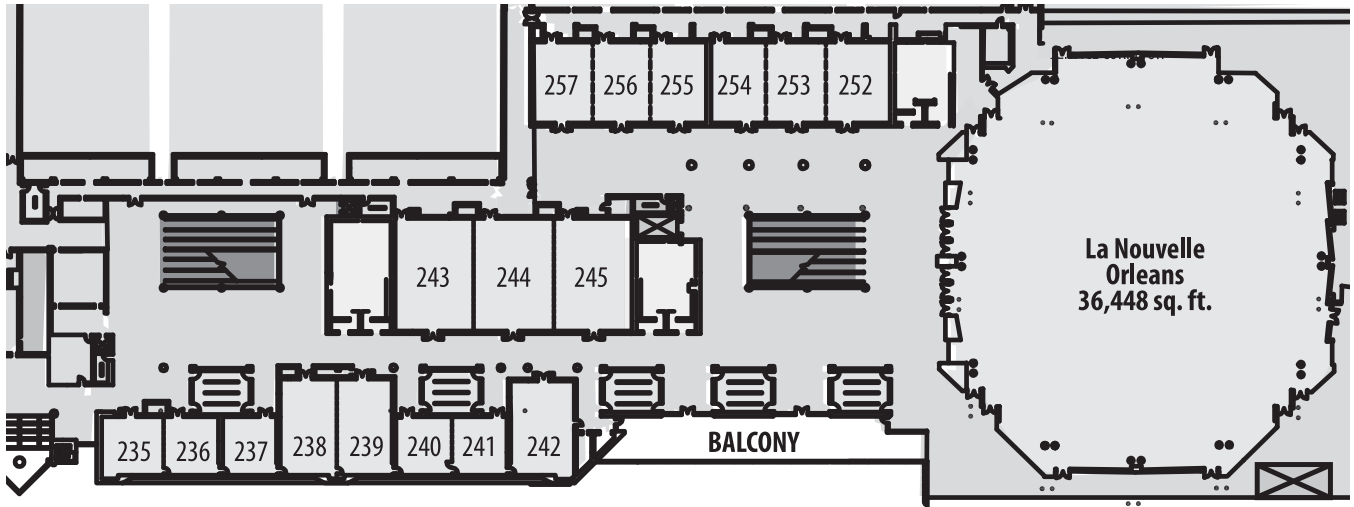
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Ernest N. Morial New Orleans Convention Center

Second Floor



Map

CITYSIDE MEETING ROOMS

Session Descriptions

Kim Bailey

From Lesson Planning to *Learning* Planning

How do we create a guaranteed and viable curriculum for all students? How do we align targets for student learning with assessment, instruction, and intervention? Kim Bailey integrates PLC concepts with backward planning, common formative assessment, and quality instruction to give teams a framework that leads to high levels of student learning.

Session attendees focus on:

- How to establish collective clarity around learning targets
- A backward unit planning template to identify essential learning targets
- Strategies for embedding common formative assessment within the instructional sequence

Who Owns the Learning? Engaging Students in the Assessment Process

Study after study reveals that learning improves when students are empowered and engaged in the assessment process. Kim Bailey examines best practices to help students own their learning. She jumpstarts the conversation and guides participants toward incorporating these strategies throughout their teams and schools.

Participants in this session:

- Examine research related to student involvement in assessment.
- Review best practices that empower students with assessment information and improve their learning.
- Ponder their teams' current practices and identify actions to increase student involvement in the assessment process.

Tim Brown

When, Where, and How Do We Begin?

A professional learning community doesn't happen by accident. Whether a school is just starting, has stumbled, or is continuing on this journey, moving forward always requires a plan. The purpose of this breakout is to provide guidance and time to create action plans and share knowledge and concepts presented at this institute.

Attendees identify specific topics to share when they return from this institute and develop a detailed presentation outline. Tools, examples, and resources support the participants' goal of helping others at their worksites to learn about and implement PLC concepts.



= Keynote

Session Descriptions

Tim Brown

Raising Questions and Finding Answers in Our Grading Practices

As schools focus more on learning than teaching, they must also examine current grading practices, policies, and management systems to support these efforts. As we examine grading issues in our schools, staff members must establish collective commitments on a topic often viewed as too hot to handle.

Participants learn about useful tools and strategies to examine grading practices in their schools or districts. Tim Brown asserts that schools must address the controversial topic of grading to make grading practices more meaningful.

In this session, participants:

- Examine current grading practices as they relate to assessment and learning outcomes.
- Discuss grading guidelines that align to their schools' purposes.
- Obtain strategies for bringing these discussions to light in their schools.

Teamwork: Communicating Learning Targets and Student Engagement

In *Classroom Assessment for Student Learning* (2006), Rick Stiggins asserts that “students cannot assess their own learning or set goals to work toward without a clear vision of the intended learning. Making targets clear to students at the outset of learning is the fundamental underpinning to assessment for learning practices we will implement.”

With these words in mind, session attendees reflect on their current practices while considering “What do we want our students to learn?” Attendees consider how teams can approach this question from a student level that provides motivation, connection, engagement, self-assessment, and relevance to desired outcomes.

Tim Brown helps participants:

- See the impact that learning targets have on student motivation and engagement.
- Sample team strategies and products that engage students at a higher level in the learning targets.
- Work collaboratively with others in the room to practice these strategies.

Rebecca & Richard DuFour

Building the Collaborative Culture of a Professional Learning Community at Work (Parts 1 & 2)

Powerful collaborative teams are the fundamental building block of a professional learning community and a critical component in building a collaborative culture.

Learn how educators transform their congenial groups into high-performing collaborative teams, and get a sense of the specific work undertaken by those teams. Discover ways to provide time and support for collaborative teams during the school day. More importantly, identify structures and strategies to help teams stay focused on doing the work that has a positive impact on student achievement.

This two-part continuing session is designed for educators at all levels and is highly recommended for all participants who are new to PLC concepts.



= Keynote

Session Descriptions



Rebecca DuFour

The Power of Professional Learning Communities at Work: Bringing the Big Ideas to Life

The professional learning community concept is supported by research and endorsed by educational organizations at all levels as our best hope for sustained, substantive improvement. But what are the big ideas that drive the professional learning community concept, and what do they look like in the real world of education?

Rebecca DuFour offers practical strategies for bringing the big ideas to life. Participants engage in the actual work of collaborative teams in a PLC and travel on virtual field trips to schools and districts that use these ideas to profoundly impact student and adult learning.

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.

Participants in this session examine strategies to collectively:

- Respond to the learning needs of each student in a timely, directive, and systematic way.
- Create and sustain strong parent partnerships to enhance student learning.
- Make celebrations a part of the school culture.

After examining different models of systematic intervention and enrichment, participants receive criteria to assess their own school's response and an action-planning template for next steps in raising the bar and closing the gap.

This session is recommended for elementary school educators.

Lights, Camera, Action! Setting the Stage for PLC Success in Elementary Schools

Elementary school educators beginning the PLC journey face the immediate challenge of how to provide the time and structure essential to the PLC process. This interactive workshop is designed to help elementary educators address that challenge.

Becky DuFour provides effective templates and proven strategies for reallocating existing resources to support learning for all. Participants are invited to bring their creative ideas to this session.

This session is recommended for elementary-level educators who have an interest in and/or a responsibility for creating schoolwide and team schedules.



= Keynote

Session Descriptions

Rebecca DuFour

One Is the Loneliest Number: Developing Leadership Capacity in Your School

Both educational researchers and organizational theorists have concluded that widespread leadership is essential to the success of a learning organization. To initiate and sustain the PLC process in your school or district, lots of leaders are necessary.

In this highly interactive session, participants examine a case study, identify specific strategies to develop and support leaders, and create the structures for widely dispersed leadership that is characteristic of PLCs.



Richard DuFour

Implementing the PLC Process: Will You Soar or Settle?

The journey to becoming a professional learning community is fraught with dangerous detours and seductive shortcuts at every turn. Inevitably, these detours and shortcuts can circumvent actually doing what PLCs are meant to do. Recent studies have found that partial implementation of the PLC process produces no gains in student achievement while deep implementation results in dramatic gains. In this session, Richard DuFour alerts educators to inevitable challenges in implementing a PLC and provides research, rationale, strategies, and tools for overcoming these challenges.

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

The mission statement of most schools asserts all students can and should learn. The nagging question that confronts those schools, however, is “What happens when they don’t learn?”

This session uses the powerful video *Through New Eyes: Examining the Culture of Your School* to help you see school from a new perspective—the perspective of a student. Participants then contrast the traditional school response when students experience initial difficulty in their learning with the systematic response of a professional learning community.

This session calls on participants to:

- Assess the current manner in which their schools respond when students do not learn.
- Examine different schedules and models that provide students who are not learning with a timely, directive, and systematic response that ensures they receive the additional time and support essential to their learning.

This session is recommended for middle and high school educators.



Session Descriptions

Richard DuFour

Getting Started: Building Consensus and Responding to Resisters

The most significant barrier to building a school culture focused on continuous improvement is the tradition of privatization of practice, isolation, and individual autonomy that has characterized teaching. How can a faculty build consensus for significant change? What are the most effective ways of addressing the concerns of those who resist even when the staff has decided to move forward?

As a result of this session, participants can:

- Define consensus.
- Apply the most effective strategies for building consensus.
- Utilize seven research-based strategies for addressing resistance.

How to Ensure That This Too *Won't* Pass: Sustaining the PLC Journey

Most education leaders have ample experience launching school-improvement initiatives but few have experience in *sustaining* those initiatives until actual improvement occurs. A central challenge for any school engaged in the PLC process—whether its journey is just beginning or it has been on the journey for several years—is sustaining the focus, collective effort, and commitment necessary to drive the process deep into the culture.

In this session, participants explore current research on how to sustain an improvement effort then translate that research into specific, practical strategies they can implement in their own schools or districts.

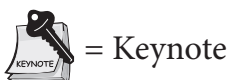
Aaron Hansen

Empowering Students in a PLC

As we reform our schools by answering the four fundamental questions of PLCs, what role do students play? Should they be passive sponges waiting for knowledge to soak in? While some hope for that, reality is different. As schools vow to and often do make improvements, many struggle to engage students as partners with teachers to reach learning outcomes. Doing so goes beyond typical engagement strategies. Empowering students to own their learning allows teachers to change their roles—from *dispensers of knowledge* to *coaches* and *mentors* as they help students reach their potential.

In this session, Aaron Hansen helps educators:

- Become re-inspired.
- Understand the difference between a delivery-centered stance and learner-centered stance and know how to apply that knowledge.
- Take away self-generated strategies for empowering students.



Session Descriptions

Aaron Hansen

Small Schools and Singletons:

Structuring Meaningful Professional Learning Teams for Every Teacher

The PLC concept resonates with most educators, but making collaborative learning work in small schools or for singleton teachers can be a challenge. To this end, participants explore five models for creating meaningful professional learning teams in such settings: 1) changing schedules to allow teachers to teach the same subjects, 2) vertical teaming, 3) cross-curricular teaming, 4) support roles, and 5) using electronic tools to pair teachers with peers working in the same subject area.

Participants in this session:

- Discuss common structural barriers that prevent singletons from joining collaborative teams.
- Develop the beginnings of an action plan to incorporate singletons into the PLC process.

Commitment, Persistence, and Re-Inspiration

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 fires up attendees by sharing straightforward strategies that focus a school on what is crucial: all students learning at high levels. Participants will be re-inspired while they learn how to keep staff members committed, persistent, and motivated.

Participants should expect to:

- Learn how to connect each staff member's personal purpose to the organization's vision.
- Help staff members establish and sustain commitment, persistence, and inspiration to achieve high levels of learning for all students.
- Recharge their passion.

Chris Jakicic

“Powering” the Common Core

The Common Core Standards provide an opportunity for teachers to set high expectations for achievement and lay out a path that will help students reach those expectations. However, unless teachers better understand and manage them, these standards still represent a curriculum that may be seen as “too much to teach.”

Participants in this session learn a process to navigate the new standards and determine essential or power standards. This process can help them work collaboratively to teach, assess, and ensure that all of their students are achieving at these high levels of expectation. As a result of this session, participants:

- Understand why it is important to have clear essential outcomes.
- Learn a process to identify power or priority standards among the Common Core Standards.
- Know how to use these essential standards to get better results for their students.



Session Descriptions

Chris Jakicic

Writing SMART Goals That Work

Robert J. Marzano suggests that “goals and the commitment they generate are the glue that holds teams together.” High-performing teams write SMART goals *together* to plan how they will ensure that all students learn. This session helps participants learn a process for collaborative teams to write goals and action plans for reaching students.

Designing Common Formative Assessments

Common formative assessments—written, administered, and used by teacher teams—can have a significant impact on student achievement. This introductory session focuses on how teams design their processes to get key information for determining students’ next steps.

Participants in this session learn:

- The purpose of common formative assessments as they fit with the four critical questions that teams answer
- The difference between formative and summative assessments
- How to identify targets in a standard
- How to choose the right assessment strategy to fit the target being assessed

Writing Quality Formative Assessments

If we make decisions about what to do in our classrooms based on assessments, how do we know the assessments give us the right information? We know that the Common Core Standards are written with high expectations for student thinking and reasoning, and our formative assessments must match those expectations.

In this session, participants become familiar with strategies for writing quality assessments that translate into better information about student learning. Chris Jakicic helps participants understand how to:

- Match learning targets to assessment type.
- Develop assessment plans to ensure assessment of the right targets at the correct “thinking” level.
- Write better constructed responses and selected responses that provide good information about what to do next for students.

Timothy D. Kanold

The Five Disciplines of the PLC Leader: Living in the *Flow* of Your PLC Leadership Life

This motivational session provides insight into how to live, lead, and train for a dynamic and fully engaged work life. Using cutting edge resources such as recent energy management research and Daniel Goleman’s Social Intelligence work, participants take a close look at how to manage their life energies, fully engage their collaborative teams, and guide those within their sphere of influence. They then can use the PLC leadership discipline of reflection and balance to lead others and themselves into optimal work experiences. Participants learn how to use an *in the flow* analysis tool to create and design differentiated expectations for all collaborative teams. This leadership discipline helps attendees to reach a state of mind where Dr. Kanold says, “Your focus is energized, your involvement is deep, and your engagement is total.”

Session Descriptions

Timothy D. Kanold

The Five Disciplines of the PLC Leader: Turning Your PLC Vision Into Action

PLC at Work™ schools are a great idea, but they are not *soft*: successful leaders set *tight* expectations for the right set of adult behaviors *with consequences*. Timothy D. Kanold offers leadership training insights and practices that can inspire leaders, teachers and teams to fully implement the vision of a program, school, or district. He shows how leaders can turn vision into action by motivating individuals and collaborative teams, by applying the discipline of accountability and celebration, and by focusing the effort and energy of the school's programs.

CCSS Mathematics in a PLC:

The Fundamental Teaching and Content Paradigms for K–12 Implementation Success

This engaging session explores three key areas: 1) dynamics that led to the Common Core in mathematics, 2) fundamental curriculum and instructional paradigms that schools and districts must embrace, and 3) how to successfully pursue mathematics program improvement K–12. This session is based on the book series *Common Core Mathematics in a PLC at Work™*, and series editor and author Timothy D. Kanold provides insights into how collaborative teams and district personnel need to proceed.

Participant outcomes are to:

- Understand how the curriculum (content) and instructional (Standards for Mathematical Practice) expectations for the Common Core in mathematics K–12 will impact school districts.
- Explore the latest information and timeline for Common Core mathematics readiness.
- Learn the mathematics *content and instruction* professional development that has the greatest impact on student achievement.
- Interpret references, resources, and digital information to support the transition to the CCSS.

CCSS Mathematics in a PLC:

The Fundamental Assessment and Intervention Paradigms for K–12 Implementation Success

This motivational session provides insight into the most recent developments from the CCSS Assessment Consortia in Mathematics—both the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium. Attendees examine two second-order assessment and intervention paradigms necessary to meet expectations for improving mathematics program assessments at school and district levels. This session is based on the book series *Common Core Mathematics in a PLC at Work™*, and series editor and author Timothy D. Kanold explores how collaborative teams and district personnel can erase assessment based inequities and create a high quality formative assessment process that prepares all students for the assessment expectations of the Common Core in mathematics K–12.

This session helps participants:

- Understand how to develop high quality assessment and intervention processes in districts and schools in order to meet the vision for assessment of the Common Core for mathematics K–12.
- Understand the latest information and timeline for implementation of the CCSS mathematics.
- Explore formative assessment professional development (the PLC *teaching–assessing–learning* cycle) that has the greatest impact on student achievement.
- Receive references, resources, and digital information to support the CCSS transition.



= Keynote

Session Descriptions



Anthony Muhammad

No More Drama: Getting Everyone on the Bus and Becoming a Real PLC

This presentation deals head on with the issue of conflicting agendas within schools. A PLC has a very clear vision of its purpose: learning for all students. Anthony Muhammad examines the barriers to aligning the adults' agendas with the school agenda and what leaders and teachers must do to develop the synergy necessary to guarantee learning.

Dr. Muhammad discusses the importance of:

- Understanding the root cause of social division and how to heal old wounds
- Clarifying everyone's role in developing a healthy learning environment
- Embracing the moral imperative of teaching over personal agendas

The Courage to Lead: Moving People Out of Their Comfort Zones

This session addresses the importance of ethical leadership. Dr. Muhammad examines why it is imperative to put kids first and shows strategies that deliver that message and get favorable results. Participants look at four important areas of leading: creating purpose, capacity building, collaboration, and accountability. They gain an abundance of theoretical frameworks and practical strategies to improve leadership effectiveness.

Participants in this session learn:

- Strategies for consensus building
- Methods for strategic planning and vision development
- How to develop effective systems of job-embedded professional development

Building a High-Performing Middle School PLC (Parts 1 & 2)

Part 1

This session focuses on bringing to life the three big ideas of a PLC in a middle school. Heavy emphasis is placed on developing both a focus on learning and a collaborative culture.

Participants leave this session with a powerful understanding of what it takes to transform any middle school into a high-performing PLC. Upon returning to their schools, participants can immediately apply the many practical strategies that Anthony Muhammad shares.

Learning outcomes include:

- Establishing a clear and universal focus on student learning
- Developing learning systems for both students and educators
- Establishing and guiding the development of high-powered collaborative teams

Session Descriptions

Anthony Muhammad

Building a High-Performing Middle School PLC (Parts 1 & 2)

Part 2

The aim of this session is to bring the three big ideas of a PLC to life in a middle school, as Anthony Muhammad discusses the development of powerful assessment systems and effective academic interventions for adolescents. Participants gain a rich understanding of what it takes to transform any middle school into a high-performing PLC and leave with many practical strategies that can be immediately applied upon return to their schools.

This session calls on participants to:

- Practice developing essential standards and student outcomes.
- Learn the process of creating useful and valid common assessments.
- Methodically create an effective academic intervention system that meets the individual needs of students.

Elephants in the Room: Confronting Barriers to Collaboration

Many educators are placed into teams, but many never make progress because of personal and professional drama that prevents them from focusing on the needs of students. A house divided cannot stand! Anthony Muhammad helps participants examine psychological and sociological barriers that can arise and interfere with a school's or a team's ability to move forward. As a result of this session, participants leave with a clear understanding of what it takes to create a highly collaborative culture.

Participants in this session:

- Recognize the barriers to effective collaboration.
- Strategize on how to prevent and overcome barriers to effective collaboration.
- Leave with practical tools to immediately address disturbing issues that prevent progress.

Regina Owens

Critical Thinking and Cool Technologies

How technology is used as a tool for learning may be significantly different in a professional learning community than in a traditional school. Using technologies alone does not ensure that 21st century learning skills are met, that students are authentically engaged, or that critical thinking is occurring. Schools must ensure that teachers are equipped to effectively choose technologies and empowered to facilitate learning that results in critical thinking.

Participants at this session:

- Evaluate technologies using Bloom's taxonomy.
- Examine technologies that support critical thinking skills.
- Discuss various technologies and how to implement them effectively to ensure learning.

Session Descriptions

Regina Owens

Clicking, Connecting, or Collaborating:

How to Create and Sustain an Online Professional Learning Community

Can high levels of learning occur in an online environment? What does response to intervention look like online? These questions arise when educators address the need for improving student achievement in a virtual world through 21st century learning and teaching.

During this session, participants look into the world of an online school and learn how it uses PLC components to sustain success in students and teachers. Regina Owens shares the processes, protocols, and pitfalls of an online school while calling on participants to:

- Examine the four essential questions of a PLC and their impact on virtual schools.
- Learn strategies that ensure high levels of learning for students and teachers in the online classroom.

How Collaboration in a PLC Is Powered by Emerging Technologies

Every professional learning community must collaborate and use data that result in high levels of learning for all—students, teachers, and administrators. Regina Owens recommends technologies to create a transparent culture of collaboration and allow for communication to assist with common time constraints. She coaches educators on using available tools that promote continuous improvement and high student achievement.

As a result of this session, participants learn:

- The critical attributes of collaboration
- How protocols for online meetings ensure success
- About technologies that can enhance collaboration and save time

Garrick Peterson

Assessment for Learning: Assessment as the Key to Student Success

Results orientation is one of the most critical aspects of a high-functioning PLC. Garrick Peterson discusses practical strategies for using assessments to create a results orientation. Attendees learn how to empower teachers with assessment data without burdening them with obtaining that data. Assessments should drive productive, collaborative conversations about instructional effectiveness. Participants learn how to start those conversations and use assessments to identify students for additional time and support.

RTI and PLCs: The Perfect Match

What do we do when students do not learn? The manner in which a professional learning community addresses this question can define its effectiveness. The response to students who do not learn must be effective and efficient. In this session, participants learn how to quickly identify and respond to students who do not learn, as well as to create a systemic approach to intervention that empowers teachers to get *all* students to learn. Garrick Peterson helps attendees understand the principles of good intervention. They study a model example based on those principles and learn how RTI and PLC are a perfect match to improve student learning.

Session Descriptions

Regina Owens

The Dream Team: Creating Teams That Get Learning Results

There are *good* things we do as part of a professional learning community, and then there are the *great* things—the things that get *results*. To move from good to great, teams need to focus on outcomes rather than inputs.

Participants in this session learn how to:

- Create a vision for effective collaboration.
- Set up a successful structure for effective collaboration.
- Cultivate a focus on outcomes rather than inputs.

Clara Sale-Davis

Closing the Achievement Gap

Clara Sale-Davis takes attendees on the journey of a school that transformed from low-performing to exemplary. Freeport Intermediate School in Texas is one of four schools in the nation named a “School to Watch” by the National Forum to Accelerate Middle Grades Reform. It was also chosen by the National Association of Secondary School Principals to be featured in *Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform*. But it wasn’t always that way. Clara describes how an instructional process resulted in high performance with no significant difference among student groups. Clara continues these strategies as she works as the Benwood Initiative Director in high-poverty elementary schools in Chattanooga, Tennessee.

In this session, participants experience how a PLC makes learning fun and relevant through interdisciplinary teaming, block scheduling, and the school-within-a-school concept.

From Hysterical to Historical: Creating a Safe, Orderly, and Fun Environment

Homework takes on a whole new meaning when a student is unsure about the home in which he or she will be sleeping. Clara Sale-Davis leads a lively discussion about strategies to even the playing field among students while creating a safe and respectful environment where all students can learn—and do.

This session calls on participants to:

- Discover tips for creating a schoolwide, dynamic disciplinary plan that involves community leaders working as a professional learning community.
- Learn how to celebrate student success using techniques that are developmentally responsive for all ages.
- Start a journey of school traditions by creating rituals for student success.

Session Descriptions

Chris Weber

Tiers Without Tears: Successful Implementation of RTI by Building on PLC Practices

Are you confused as to how to successfully implement response to intervention in your school or district? Are PLCs and RTI seen as two separate initiatives by your staff members? This session demonstrates how the three big ideas of the professional learning community are absolutely essential in providing the foundation of successful RTI implementation, and how these two efforts can work together to help ensure that all students learn at high levels.

Participants in this session:

- Examine their schools' current realities regarding the three big ideas and plan next steps to strengthen their foundations.
- Understand how to implement RTI as part of their schools' PLC journeys.

Evidence-Based Reading Strategies and Programs

While the strategies and programs schools use is never as important as the intensity and sense of urgency with which they use them, it is our responsibility to select the most effective supports. Free or low-cost strategies are available in the area of reading. Reasonably priced programs can provide a systematic, explicit, scoped-and-sequenced set of lessons.

Chris Weber provides his guidance in:

- Exploring evidence-based reading strategies
- Determining the best, most appropriate programs for all students at risk in the area of reading
- Learning how to monitor the fidelity of intervention implementation