

Agenda

Phoenix, Arizona • February 26–28

Wednesday, February 26

6:30–8:00 a.m.	Registration, continental breakfast	North Ballroom Pre-function
8:00–9:30 a.m.	Keynote —Rebecca DuFour <i>First Things First: Building the Solid Foundation of a Professional Learning Community at Work</i>	North Ballroom
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	Keynote —Mike Mattos <i>More Powerful Than Poverty</i>	North Ballroom
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:00 p.m.	Breakouts	Titles & locations: p. 3 Session descriptions: pp. 7–9
2:00–2:30 p.m.	Break	
2:30–3:45 p.m.	Forums	Titles & locations: p. 3 Session descriptions: pp. 9–10

Thursday, February 27

7:00–8:00 a.m.	Registration, continental breakfast	North Ballroom Pre-function
8:00–9:30 a.m.	Keynote —Richard DuFour <i>Leaders Wanted: Keys to Effective Leadership in Professional Learning Communities at Work</i>	North Ballroom
9:30–10:00 a.m.	Break	
10:00–11:15 a.m.	Breakouts	Titles & locations: p. 4 Session descriptions: pp. 11–13
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:00 p.m.	Forums	Titles & locations: p. 4 Session descriptions: pp. 13–14
2:00–2:30 p.m.	Break	
2:30–3:45 p.m.	Panel discussion <i>Q&A with keynote presenters who provide practical answers to your most pressing questions.</i>	North Ballroom B–C
	Team time <i>A collaboration time for your team. Breakout presenters are available to help in team discussions.</i>	North Ballroom A or D

Friday, February 28

7:00–8:00 a.m.	Continental breakfast	North Ballroom Pre-function
8:00–9:30 a.m.	Keynote —Michael Fullan <i>Leadership: Maximizing Impact</i>	North Ballroom
9:30–10:00 a.m.	Break	
10:00 a.m.–12:00 p.m.	Keynote —Robert Eaker <i>Kid by Kid, Skill by Skill: Being a Teacher in a Professional Learning Community</i>	North Ballroom

Agenda and presenters are subject to change.

Day 1 Sessions at a Glance

(Wednesday, February 26)

Breakouts (12:45–2:00 p.m.)

Presenter & Title	Location
Rebecca & Richard DuFour	
Servant Leadership: Creating the Conditions for Others to Succeed (Part 1)	North Ballroom B–C
Robert Eaker	
A Focus on Learning: What Would It Look Like If We Really Meant It?	North Ballroom A
Douglas Fisher	
Close Reading and Text-Dependent Questions	121
Timothy D. Kanold	
Living the Positive and High-Energy PLC Life <i>in the Flow</i>	122
Mike Mattos	
Simplifying RTI: How to Systematically Respond When Students Don't Learn (Part 1)	North Ballroom D
Anthony Muhammad	
The Will to Teach Every Child: Creating Healthy School Cultures	124
Kenneth C. Williams	
Authentic Alignment in a PLC: Moving From Compliance to Crusade	126

Forums (2:30–3:45 p.m.)

Presenter & Title	Location
Rebecca & Richard DuFour	
Let's Get Real: How Do We Build Support for the PLC at Work Process When We Get Back Home?	North Ballroom B–C
Douglas Fisher & Timothy D. Kanold	
Leading the Sustained Implementation of K–12 Common Core State Standards	North Ballroom A
Mike Mattos	
Closing the Gap: Creating a System of Tiered Support	North Ballroom D
Anthony Muhammad	
The Will to Teach Every Child	121

Agenda and presenters are subject to change.

Day 2 Sessions at a Glance

(Thursday, February 27)

Breakouts (10:00–11:15 a.m.)

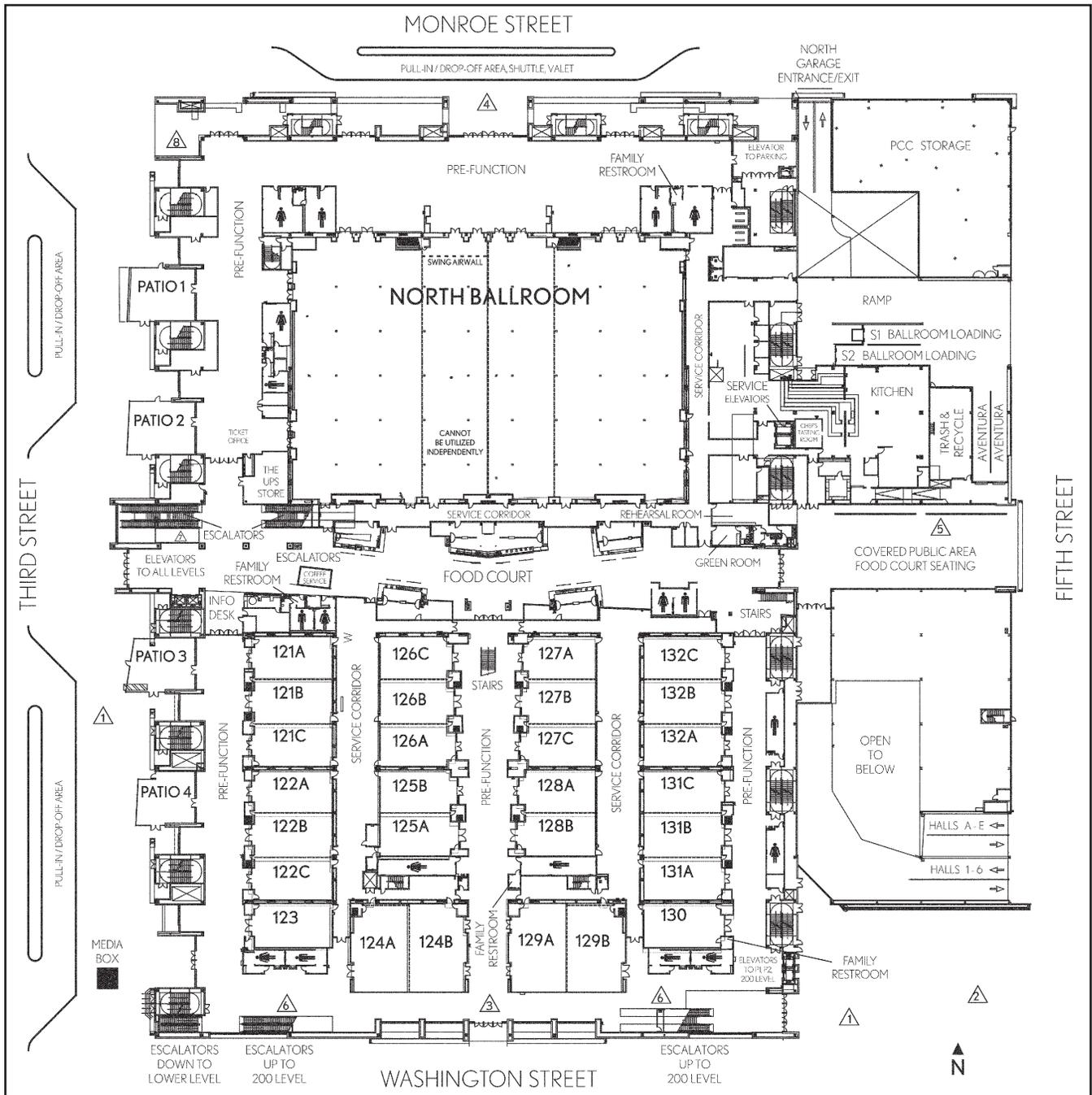
Presenter & Title	Location
Luis F. Cruz	
English Language Learners and PLCs	121
Rebecca & Richard DuFour	
Servant Leadership: Creating the Conditions for Others to Succeed (Part 2)	North Ballroom B–C
Robert Eaker	
Friday Night in America: A Common Sense Approach to Improving Student Achievement	North Ballroom A
Mike Mattos	
Simplifying RTI: How to Systematically Respond When Students Don't Learn (Part 2)	North Ballroom D
Regina Owens	
Clicking, Connecting, and Collaborating: How to Create and Sustain an Online Professional Learning Community	122
Kenneth C. Williams	
12 Angry Men: The Impact of One, the Power of Team	124

Forums (12:45–2:00 p.m.)

Presenter & Title	Location
Luis F. Cruz	
A Leader's Role in Ensuring Achievement With Special Student Populations	North Ballroom A
Rebecca & Richard DuFour	
Yeah, But What Happens When They Don't Learn? Overcoming PLC Challenges	North Ballroom B–C
Robert Eaker	
The Role of the Central Office in Enhancing Learning for All Students	121
Regina Owens & Kenneth C. Williams	
Transforming Schools for the 21st Century	North Ballroom D

Agenda and presenters are subject to change.

Phoenix Convention Center



Map

Day 1 Session Descriptions

(Wednesday, February 26)



Rebecca DuFour

First Things First:

Building the Solid Foundation of a Professional Learning Community at Work

As Steven Covey writes, “Effective leadership is putting first things first.” The first step in the never-ending journey of continuous improvement in a PLC at Work™ is establishing a solid foundation for all subsequent efforts. This foundation rests on four pillars, each of which asks a particular question:

1. *Why* does our school/district exist and what is our fundamental purpose?
2. *What* must we become as a school/district to fulfill that purpose?
3. *How* must each of us behave to create such a school/district?
4. *Which* targets will we pursue first and which initial steps must we take to reach them?

Becky DuFour leads participants in an examination of each question and ways to move educators’ responses beyond rhetoric to a reality that shapes the culture of their schools and districts.



Mike Mattos

More Powerful Than Poverty

The achievement gap between poor and non-poor students is twice as large today as gaps that are related to ethnicity or language. As educators, overcoming the corrosive effects of poverty is critical if we hope to achieve our mission of *all* students learning at high levels. Building on Becky DuFour’s opening keynote, Mike Mattos focuses on five essential PLC practices proven to have a far greater impact on student achievement than the power of poverty.

Breakouts:

Rebecca & Richard DuFour

Servant Leadership: Creating the Conditions for Others to Succeed (Part 1)

The best leaders at *all* levels of a PLC at Work™—central office administrators, principals, department chairs, team leaders, and classroom teachers—create the conditions that allow others to succeed at what they are asked to do. In this two-part breakout session Rick and Becky DuFour alert educators to common barriers that impede progress on the PLC journey and present specific strategies for overcoming these barriers.

**The second part of this session takes place on Day 2 of the summit.*

Robert Eaker

A Focus on Learning: What Would It Look Like If We Really Meant It?

There is a fundamental difference between schools that function as professional learning communities and their more traditional counterparts—that difference being a shift from a focus on teaching and the covering content to a focus on learning for every student, skill by skill. And while few would disagree with the importance of student learning, some schools struggle with exactly how to embed practices that promote student success in the classroom. This session focuses on specific strategies that schools, teams, and teachers use to enhance student success in schools that “really mean it” when they proclaim they want all students to learn.



= Keynote

Day 1 Session Descriptions

(Wednesday, February 26)

Douglas Fisher

Close Reading and Text-Dependent Questions

When a reader absorbs information in a text—recognizing assumptions, background knowledge, and biases—deep understanding is possible. *Close reading* is an instructional approach that teaches students to engage in these behaviors. As part of this technique, students encounter a text and read it several times, often for different purposes. Teachers and students ask questions about the text; these change with each reading.

In this session, Douglas Fisher focuses on questions that require repeated close readings for an answer. These questions include general understandings, key details, vocabulary, text structure, author’s purpose, inferences, and opinions and arguments.

Participants can expect to:

- Identify major components of close reading.
- Describe differences between close reading in elementary and secondary schools.
- Differentiate between questions that do and do not require evidence from the text.

Timothy D. Kanold

Living the Positive and High-Energy PLC Life *in the Flow*

The pursuit of teaching, leading, and influencing others in the PLC process is filled with great hope and promise. Whether you are a teacher, counselor, or administrator, your life is lived *now*, but often understood in reflection *later*. Dr. Kanold draws on his book, *The Five Disciplines of PLC Leaders*, to provide deep insight into how educators live, lead, and participate in a dynamic and fully engaged PLC work life (or being *in the flow*). Don’t endure the PLC process; instead, let it galvanize you.

This session challenges attendees to consider:

- The importance of “season after season” influence on all those within your north–south–east–west spheres
- Bringing coherence to daily activities by deciding what’s loose and tight
- How to find the relational energy for supportive, collaborative teamwork and decision making as you respond to the needs of colleagues and students
- Engaging in a high-energy, positive work life and finding time to balance that with personal life every day, week, month, and year

Mike Mattos

Simplifying RTI: How to Systematically Respond When Students Don’t Learn (Part 1)

Compelling evidence shows that response to intervention successfully engages school staff in a collective process to provide every child with the additional time and support needed to learn at high levels. Yet at many schools this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices that are misaligned to the essential elements of RTI. This session provides guiding practices and practical ideas to create a systematic RTI program that guarantees every child receives the help needed to succeed.

**The second part of this session takes place on Day 2 of the summit.*

Day 1 Session Descriptions

(Wednesday, February 26)

Anthony Muhammad

The Will to Teach Every Child: Creating Healthy School Cultures

This session addresses the importance of healthy school culture as the catalyst of school improvement and student achievement. We examine the importance of a student-centered paradigm and strategies that reinforce that mindset, and explore four important transformations in the journey to becoming a healthy culture: creating purpose, managing frustration, collaborating, and adhering to fair and mutual accountability. Participants in this session leave with theoretical frameworks and practical strategies to improve their school culture.

Participants in this session learn:

- Strategies for consensus building, strategic planning, and vision development
- How to create a balance between teacher support and accountability

Kenneth C. Williams

Authentic Alignment in a PLC: Moving From Compliance to Crusade

Take a moment of honest and quiet reflection and ask yourself these questions: *Do you have a deep-seated belief that all students can learn? Do you and your colleagues share the same beliefs about students? Do you feel like everyone is rowing in the same direction? Are you part of a cause—one that will not accept excuses? Do you feel like you are a part of something larger than yourself? If not, shouldn't you?*

Every school has a mission and vision statement, highlighting the power and potential of learning in its classrooms. However, for many schools these statements are not worth the paper on which they are written. While educators agree that school communities should have some sort of covenant, vision, mission, philosophy, and set of values to guide their work, few can articulate what is being done to make it so. In this session, Ken Williams engages participants in building a culture of *authentic alignment*, a process by which schools:

- *Connect* with agreed-upon cultural beliefs.
- *Identify* clearly defined, desired results.
- *Identify* commitments and *engage* in right actions.
- *Systematically integrate* these beliefs, actions, and results into existing school structures.
- Move from compliance to commitment.

Forums:

Rebecca & Richard DuFour

Let's Get Real: How Do We Build Support for the PLC at Work Process When We Get Back Home?

In her opening keynote, Becky stressed the importance of establishing a shared mission and vision, values, and goals as the fundamental foundation of a PLC at Work™. But what is the process for establishing this foundation? When will we know we have support for moving forward? What if everyone isn't on board? How should we respond if individuals reject the PLC process for what they believe are legitimate reasons? These questions guide the interactive dialogue in this forum.

Day 1 Session Descriptions

(Wednesday, February 26)

Douglas Fisher & Timothy D. Kanold

Leading the Sustained Implementation of K–12 Common Core State Standards

With the 2015 CCSS for mathematics and ELA assessments less than one year away, how can you develop the instruction and assessment vision necessary to close the gap on CCSS student learning expectations? This interactive session explores how your grade-level or course-based collaborative teams, school site leaders, and district leaders can create a high-quality, effective mathematics and ELA improvement plan that prepares all students for the assessment and learning expectations of the Common Core. Tim Kanold and Doug Fisher share elements common to the mathematics and ELA standards, answer questions, and address the most recent developments and current timeline from the SBAC and PARCC Assessment consortia.

Mike Mattos

Closing the Gap: Creating a System of Tiered Support

In this forum, Mike Mattos walks participants through the process of creating a site pyramid of interventions. Specifically, participants discuss how to embed Tier 1 core support, target Tier 2 supplemental help, and provide intensive Tier 3 interventions.

Anthony Muhammad

The Will to Teach Every Child

Issues of equity have always been hot-button topics in education. The PLC concept asserts a commitment to learning for *every* child as its fundamental belief. This all-inclusive approach means that student groups which have traditionally been marginalized must have their needs moved to the forefront of a high-performing PLC's agenda. This shift in thinking may create conflict, controversy, and contentiousness in a staff not accustomed to high expectations and performance for all students. Do we have the *will* to meet this challenge? We explore the philosophies, research, practices, and mindsets necessary to achieve equity in education. Please join the conversation!

Day 2 Session Descriptions

(Thursday, February 27)



Richard DuFour

Leaders Wanted:

Keys to Effective Leadership in Professional Learning Communities at Work

Rick DuFour uses research, real-world examples, videos, analogies, and anecdotes to examine:

1. The kind of leadership essential to the professional learning community process
2. The ways in which leaders at all levels of a school system provide such leadership
3. The nondiscretionary aspects of the PLC process that must be honored by educators throughout the system
4. The most powerful strategies for sustaining the PLC process until it becomes deeply embedded in the culture of the school

Breakouts:

Luis F. Cruz

English Language Learners and PLCs

Learn how a school community infused PLC characteristics into strategies to help its English learner population flourish. This session details the components of a PLC that teacher leaders used to help close the achievement gap for students learning English as a second language. Discover how listening to English learners helped educators in this particular school community better understand what was needed to meet the academic needs of this critical student population.

In this session, Dr. Cruz discusses how:

- A teacher-led task force increased academic performance for English learners.
- PLC practices were implemented to confront the stark reality that English learners were not learning.
- Listening to the needs of English learners resulted in changing adult expectations and behavior and achieving effective results.

Rebecca & Richard DuFour

Servant Leadership: Creating the Conditions for Others to Succeed (Part 2)

The best leaders at *all* levels of a PLC at Work™—central office administrators, principals, department chairs, team leaders, and classroom teachers—create the conditions that allow others to succeed at what they are asked to do. In this two-part breakout session Rick and Becky DuFour alert educators to common barriers that impede progress on the PLC journey and present specific strategies for overcoming these barriers.

**This is a continuation of the DuFours' breakout session from Day 1.*



= Keynote

Day 2 Session Descriptions

(Thursday, February 27)

Robert Eaker

Friday Night in America: A Common Sense Approach to Improving Student Achievement

Improving student learning for *all* students is a difficult, complex, and incremental endeavor. However, we already know more about how to increase academic success than many realize. Many of these practices are regularly employed in non-academic settings in schools each day. Practices that coaches, band directors, art teachers, and others use to ensure student success are similar in many respects to strategies teacher teams can employ to enhance academic success for all students. In this session, Bob shares how teams can “suit up” and use powerful strategies to win in the classroom as well as on the field.

Mike Mattos

Simplifying RTI: How to Systematically Respond When Students Don't Learn (Part 2)

Compelling evidence shows that response to intervention successfully engages school staff in a collective process to provide every child with the additional time and support needed to learn at high levels. Yet at many schools this potential lies dormant, buried under layers of state regulations, district protocols, misguided priorities, and traditional school practices that are misaligned to the essential elements of RTI. This session provides guiding practices and practical ideas to create a systematic RTI program that guarantees every child receives the help needed to succeed.

**This is a continuation of Mike Mattos' breakout session from Day 1. Participants will leave having created a draft “pyramid of interventions” for their school.*

Regina Owens

Clicking, Connecting, and Collaborating:

How to Create and Sustain an Online Professional Learning Community

In a world of education that spans brick-and-mortar schools to blended and virtual worlds, can high levels of learning occur in an online environment? What does response to intervention look like online? These are just a couple of questions that surface when educators address the need for improving student achievement in a virtual world through 21st century learning and teaching.

In this session, participants look into the world of an online school and learn how it uses PLC components to sustain success for 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 online classrooms.

Day 2 Session Descriptions

(Thursday, February 27)

Kenneth C. Williams

12 Angry Men: The Impact of One, the Power of Team

Kenneth C. Williams uses the classic film *12 Angry Men* as a lens to discuss the five qualities that characterize effective teams:

1. Open inquiry
2. Accepting responsibility for decision making
3. Participation of team members
4. Productive conflict to discover ideas and reveal new information
5. The essential role of diversity in decision making

The film explores techniques of consensus building among a group of men whose diverse backgrounds and personalities create intense conflict. Ken shows how teams face and overcome similar challenges to effectively collaborate and ultimately succeed. The primary learning outcome is for participants to gain ideas to substantially improve team effectiveness.

Forums:

Luis F. Cruz

A Leader's Role in Ensuring Achievement With Special Student Populations

How did a group of adults initiate changes in behavior that spurred other adults to change the way in which they approached their daily work with special student populations?

Luis describes the formation of a taskforce that worked collaboratively and diligently to explore how best to ensure positive results for students with particular learning needs. Did everybody happily agree to the suggestions made by the taskforce? How did the taskforce and administrators work together to support teachers and staff but also create an atmosphere of necessary accountability to ensure action? Luis uses his experience to discuss how PLC leadership requires a loose-tight approach and the embrace of tension and debate to ensure learning for all students.

Rebecca & Richard DuFour

Yeah, But What Happens When They Don't Learn? Overcoming PLC Challenges

Although effective schools research has established that some schools are far more effective than others, the greatest variations in learning in the U.S. are *within* the same school rather than between similar schools. In large part this is because what happens in most schools when kids don't learn depends almost solely on the teacher to whom they have been assigned rather than the school they attend. In this interactive forum Rick and Becky DuFour ask participants to:

1. Consider the disconnect between a proclaimed mission of "learning for all students" and the educational lottery that continues to be the norm in most schools.
2. Identify key elements of a systematic plan that ensures students have the time and support they need to learn what is essential.
3. Create schedules to support such a systematic plan.
4. Review common mistakes in intervention systems in light of their own school practices.

Day 2 Session Descriptions

(Thursday, February 27)

Robert Eaker

The Role of the Central Office in Enhancing Learning for All Students

A districtwide professional learning community is more than the sum of individual parts. A school district that functions as a PLC reflects a thoughtful alignment and integration of work at the district office level, in individual schools, and in teacher teams. However, increasingly the work of district-level personnel is dictated and driven by state initiatives, especially those that relate to teacher observation and evaluation. In this forum, Bob leads a discussion focusing on ways district office personnel can fulfill state requirements and mandates, yet remain focused on the concepts and practices that drive a high-performing professional learning community.

Regina Owens & Kenneth C. Williams

Transforming Schools for the 21st Century

Our students need to be prepared for a fast-changing, globally networked world. What beliefs about schooling do we need to revisit to best prepare students for their futures? How can each of us begin to change our own learning practice to better model these new opportunities for our students? What new challenges will we need to overcome to ensure schools remain relevant in the networked world in which our students will live? Join Regina Owens and Ken Williams for a lively exchange of ideas on these topics and others.

Day 3 Session Descriptions

(Friday, February 28)



Michael Fullan

Leadership: Maximizing Impact

Michael Fullan leads participants in an examination of how narrow definitions of *instructional leadership* limit the impact leaders can have on improved student achievement. He outlines the characteristics of high-impact leadership and provides examples of these attributes in practice. In particular, Dr. Fullan focuses on developing the professional capital of teachers and schools to work together to impact student learning and achievement across the entire system.



Robert Eaker

Kid by Kid, Skill by Skill:

Being a Teacher in a Professional Learning Community

Achieving significant improvement in learning for *all* students is a difficult, complex, and incremental journey. While the PLC process provides educators with the most promising vehicle to undertake this journey, the focus must remain on each student's learning—skill by skill. In his keynote, Bob Eaker shares ideas, examples, and research-based methods useful in implementing proven PLC practices with specificity, precision, and fidelity. At the heart of it, we educators must ensure that our best intentions and efforts don't simply swirl around our classrooms and schools, but achieve a real and lasting impact within them.



= Keynote