



## Foundational PLC at Work Model Agenda

### Day 1

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	<b>Introduction and Overview</b> —Host and PLC Associate
8:00–9:30 a.m.	<b>Session</b> —Mike Mattos <i>Proven, Practical, and Doable: Making the Case for PLCs at Work</i>
9:30–9:45 a.m.	<b>Directed Q&amp;A Session</b> —PLC Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Session</b> —Julie Schmidt <i>Yes We Can! We Can't Afford Not To</i>
11:30 a.m.–12:30 p.m.	<b>Lunch</b>
12:30–1:00 p.m.	<b>Directed Work Session</b> <i>Begin action steps for continuous improvement.</i>
1:00–2:30 p.m.	<b>Session</b> —Luis F. Cruz <i>Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn</i>
2:30–2:45 p.m.	Break
2:45–3:15 p.m.	<b>Team Time</b> <i>The PLC associate leads a session on putting PLC into practice.</i>
3:15–3:30 p.m.	<b>Inspiration and Closing Comments</b> —Host and PLC Associate

## Day 2

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	<b>Reconnection</b> —Host and PLC Associate
8:00–9:30 a.m.	<b>Session</b> —Mike Mattos <i>Are We a Group or a Team?</i>
9:30–9:45 a.m.	<b>Directed Q&amp;A Session</b> —PLC Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Session</b> —Maria Nielsen <i>Common Assessments: The Key to Uncommon Results for Student and Teacher Learning</i> or <b>Customized Session</b> with the PLC Associate
11:30 a.m.–12:30 p.m.	<b>Lunch</b>
12:30–1:00 p.m.	<b>Directed Work Session</b> <i>Continue action steps for continuous improvement.</i>
1:00–2:30 p.m.	<b>Session</b> —Anthony Muhammad <i>Building Culture, Creating Purpose, and Overcoming Frustration on Your PLC Journey</i>
2:30–2:45 p.m.	Break
2:45–3:15 p.m.	<b>Team Time</b> <i>Communicate a clear vision within your team.</i>
3:15–3:30 p.m.	<b>Inspiration and Closing Comments</b> —Host and PLC Associate

## Optional Sessions

- Anthony Muhammad—*The Way Forward: PLC at Work and the Bright Future of Education*
- Maria Nielsen—*Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work*
- Regina Stephens Owens—*The Why Effect: Intentional Systems Drive Inspirational Cultures*

## Session Descriptions

### Luis F. Cruz

#### **Taping Before Painting: Taking the Critical Steps to Respond Collectively When Students Don't Learn**

The third critical question of effective collaboration, What do we do when students don't learn?, often stumps teachers and administrators. Luis F. Cruz showcases methods that schools use to guarantee collaboration (taping the room) and to ensure a collective response when students do not learn (painting the room). Participants learn how the PLC and RTI processes complement each other in increasing academic achievement for all students.

Participants in this session learn:

- How effective teacher teams collaborate and respond when students do not learn
- How to incorporate the five nonnegotiable vessels of the PLC Process
- How the use of common assessments is the lynch pin between PLC and RTI at work processes

### 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.

#### **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.

## Anthony Muhammad

### **Building Culture, Creating Purpose, 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 and districts.

Learning targets include:

- Addressing counterproductive belief systems and forming a cohesive team of student advocates
- Analyzing and managing staff frustration
- Understanding the balance between support and accountability

### **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.

## Maria Nielsen

### **Common Assessments: The Key to Uncommon Results for Student and Teacher Learning**

The secret is out: Common formative assessments are the key to improving student learning! Formative assessments are powerful when teams of teachers create assessments in common, then share and discuss the results. This collaborative process leads to a dramatic increase in student learning and improved teaching practices. Maria Nielsen provides proven tools to use common assessments across grade levels and departments and illustrates practical strategies for implementing and using assessments to substantially improve student and adult learning.

Participants in this session:

- Examine the benefits of using common assessment as a grade level or department.
- Understand the balance between formative and summative assessments.
- Gain formative assessment tools to increase student and adult learning.
- Discover quick and easy ways to look at data and drill down to individual students.

### **Help Your Team: Overcoming Common Collaborative Challenges in a PLC at Work**

What should happen when a team starts to struggle? As teachers move toward becoming interdependent teams, challenges inevitably arise. Ensuring high levels of learning for every student requires a change in thinking and practice. Participants review the work of highly effective teams, consider scenarios showing common team challenges, and work collaboratively to identify strategies for moving a team forward. This session is based on a book of the same title (Solution Tree Press, 2019), coauthored by Maria Nielsen and other educators who possess a wide range of backgrounds and experiences in all education levels.

Participants in this session:

- Identify common challenges that limit team efficacy.
- Collaboratively resolve specific challenges and share strategies to help teams progress.
- Practice specific coaching strategies designed to assist teams in their critical work.

### **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.

Outcomes include learning how to:

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

### **Julie Schmidt**

#### **Yes We Can! We Can't Afford *Not* To**

Warning: This keynote is not for the faint of heart! In an *all-means-all* school culture, we must continually examine personal and systemic beliefs about students, educators, and learning. Only then can we exclaim with confidence that we take collective responsibility for the learning of *all*. Julie A. Schmidt challenges participants to reflect on and examine mindsets and collaborative processes to drive action planning that ensures higher levels of learning. This session is designed for all educators, regardless of their role.

This keynote helps educators:

- Understand how we got here.
- Examine strategies to build a school and district culture with a belief that all students can learn at high levels.
- Reflect on local current practices and policies that do and do not align with the belief that all students can learn at high levels
- Commit to a rally cry for moving this critical work forward!