



Sustaining PLC at Work Model Agenda

Day 1

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	Introduction and Overview —Host and PLC Associate
8:00–9:30 a.m.	Session —Regina Stephens Owens <i>Transformed People Transform People</i>
9:30–9:45 a.m.	Directed Q&A Session —PLC Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	Session —Julie Schmidt <i>Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for All</i>
11:30 a.m.–12:30 p.m.	Lunch
12:30– 1:00 p.m.	Directed Work Session <i>Begin action steps for continuous improvement using working documents and graphic organizers.</i>
1:00–2:30 p.m.	Session —Luis F. Cruz <i>I Like the Vibe Here! So How Do We Initiate and Sustain Our PLC Journey?</i>
2:30–2:45 p.m.	Break
2:45–3:15 p.m.	Team Time <i>The PLC associate facilitates a session guiding teams to develop plans to ensure high levels of learning for all students.</i>
3:15–3:30 p.m.	Inspiration and Closing Comments —Host and PLC Associate

Day 2

7:30–7:50 a.m.	Registration
7:50–8:00 a.m.	Overview —Host and PLC Associate
8:00–9:30 a.m.	Session —Mike Mattos <i>Taking Action: How the PLC at Work Framework Drives an Effective Multitiered System of Supports</i>
9:30–9:45 a.m.	Directed Q&A Session —PLC Associate
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	Session —Maria Nielsen <i>The 15-Day Challenge: Win Quick, Win Often!</i> or Professional Development Session —PLC Associate
11:30 a.m.–12:30 p.m.	Lunch
12:30– 1:00 p.m.	Directed Work Session Continue developing action plans for continuous improvement using working documents and graphic organizers.
1:00–2:30 p.m.	Session —Luis F. Cruz <i>Transformational Leadership: Aligning Adult Behaviors to Fuel Our PLC Journey</i>
2:30–2:45 p.m.	Break
2:45–3:15 p.m.	Team Time <i>The PLC associate facilitates a session guiding teams to develop plans to ensure high levels of learning for all students.</i>
3:15–3:30 p.m.	Inspiration and Closing Comments —Host and PLC Associate

Optional Sessions

- Julie Schmidt—*Raising the Bar and Closing the Gap: Whatever It Takes in Elementary Schools*
- Mike Mattos—*Raising the Bar and Closing the Gap: Whatever It Takes in Secondary Schools*
- Timothy D. Kanold—*Educator Wellness: Routines and Strategies for Living Your Best Life!*
- Anthony Muhammad—*Collaboration Is a Lifestyle, Not a Meeting!*

Session Descriptions

Luis F. Cruz

I Like the Vibe Here! So How Do We Initiate and Sustain Our PLC Journey?

Research from academia and accounts from educators worldwide confirm that PLCs, when implemented effectively, lead to high levels of learning for every student. However, questions remain. Who is responsible for initiating a PLC? How does a team establish the foundational pillars of a PLC? How does this process take shape? Is it normal to expect staff resistance to this process, and is there a difference between rational and irrational forms of resistance? How do we maintain the momentum of a successfully initiated PLC? Luis F. Cruz explains and expands upon the who, why, and how associated with the PLC process.

Participants in this session learn:

- How to initiate and sustain the PLC process
- The role of collective leadership in the form of a guiding coalition
- Why and how to establish and sustain the foundational pillars of a PLC

Timothy D. Kanold

Educator Wellness: Routines and Strategies for Living Your Best Life!

Timothy D. Kanold and his colleague Tina H. Boogren define educator wellness as a “continuous, active process toward achieving a positive state of good health and enhanced physical, mental, emotional, and social well-being.” They have created a research-affirmed educator wellness framework for rating, reflecting, and acting to improve the daily well-being and wellness story of everyone working within the educational enterprise.

Dr. Kanold shares how all teachers, leaders, and staff can be immersed in and not exhausted by their work life. He reveals five routines for improving weekly wellness and well-being to help participants bring their best selves to work each day.

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. In this session, Mike Mattos 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:

- Learn specific steps to implement a flexible intervention period.
- 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.

Taking Action: How the PLC at Work Framework Drives an Effective Multitiered System of Supports

How does your school respond when students don't learn? Compelling evidence shows that response to intervention (RTI) successfully engages school staff in a collective process to provide every child with the additional time and support they need 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 misaligned to the essential elements of RTI. This session shows how the PLC at Work process creates the larger schoolwide framework required to implement a highly effective, multitiered system of supports.

Outcomes from this session include:

- Understanding the guiding principles behind a multitiered system of interventions
- Learning essential actions that collaborative teams must complete at Tier 1 to respond when students don't learn effectively
- Prioritizing resources to address academic and behavior interventions
- Beginning the process of creating a pyramid of interventions

Anthony Muhammad

Collaboration Is a Lifestyle, Not a Meeting!

How is a culture of collaboration created? How can an environment be established where people embrace collective responsibility? Anthony Muhammad addresses the collaborative characteristics of a high-performing PLC. Participants learn how teachers, support staff, school administrators, and central offices work together to improve school performance. Dr. Muhammad also discusses staff resistance to change and the leader's role in building consensus.

Participants in this session:

- Construct and protect productive collaborative relationships.
- Create organizational coherence and ensure collaboration at all levels of the school community.
- Understand the balance between support and accountability.

Maria Nielsen

The 15-Day Challenge: Win Quick, Win Often!

This interactive session establishes, reboots, or re-energizes the work of collaborative teams. Schools nationwide are using this simple learning-assessing process to connect the dots of a PLC. Maria Nielsen helps teams see the big picture of a PLC and put it all together in a recurring cycle of collective inquiry. The 15-day challenge is a practical way to bring the PLC process to life.

Participants in this session:

- Clarify the work of collaborative teams.

- Establish steps for a guaranteed and viable curriculum.
- Explore the learning-assessing cycle in a unit of study.

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

Julie Schmidt

Protocols for Results: Using Data Discussions to Achieve Higher Levels of Learning for All

Is your system overwhelmed with data? Using protocols to transform data into information is an efficient and effective way to achieve improved results. Participants examine tools that empower teams to use data to drive instruction, impact student learning, and identify specific processes to meet district needs.

Participants in this session:

- Review research related to and examples of data-driven decision making.
- Apply multiple protocols for data analysis.
- Reflect on their school or district's current reality, while identifying tools that can be used or modified to meet specified needs.

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. 2) Create structures and systems that guarantee students additional time and support for learning when they need it. After examining the key ingredients of systematic intervention and enrichment, participants receive criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap.

Participants examine strategies and structures to collaboratively:

- Examine core beliefs.
- Consider key elements and aligned actions of effective RTI/MTSS practices.
- Examine the most common RTI mistakes.
- Review a tool for assessing the progress and opportunities for the district, school, or team in considering next steps.