

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 —Jeanne Spiller <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 —Eric Twadell <i>Relentless: Initiating and Sustaining the PLC at Work Process</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 to Create a Highly 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

- Heather Friziellie—*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*
- Sarah Schuhl—*The Time Is Now: The Journey Awaits*

Session Descriptions—Day 1

8:00–9:30 am

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

10:00–11:30 am

Jeanne Spiller

Protocols for Results: Using Data Discussions to Lead to 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.

1:00–2:30 pm

Eric Twadell

Relentless: Initiating and Sustaining the PLC at Work Process

The first step in the never-ending journey of continuous improvement of a PLC at Work is building a strong foundation on the three big ideas: learning, collaboration, and results. The second step is doing that same work over and over and over again. In this keynote, Eric Twadell highlights the work that Adlai E. Stevenson High School (the "birthplace of the PLC at Work process") has done to stay focused on the fundamental components of their PLC at Work culture and drive a steady increase in student learning and achievement.

Session Descriptions—Day 2

8:00–9:30 am

Mike Mattos

Taking Action: How to Create a Highly Effective, Multitiered System of Supports

Due to the COVID-19 pandemic, educators face an unprecedented challenge: how to close the learning gaps created by months of school closures and uneven access to learning opportunities. In this breakout, Mike Mattos discusses specific steps that schools can take to create a highly effective, multitiered system of supports to target learning gaps and show how the PLC at Work process creates the larger, schoolwide framework required to successfully intervene.

Participants in this session:

- Gain an understanding of the guiding principles behind a multitiered system of interventions.
- Learn the essential actions that collaborative teams must complete at Tier 1 to effectively respond when students don't learn.
- Explore how to target preventions, interventions, extension, and remediation.
- Prioritize resources to best meet student needs.

10:00–11:30 am

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.

1:00–12:30 pm

Luis F. Cruz

Transformational Leadership: Effectively Addressing Resistance to PLC Process Implementation

As a result of the pandemic, inequities revealed nationwide beg the question, Are we really all in this together? Since schools do not exist in a vacuum and have inherited social inequities, educators must embrace bold leadership approaches to ensure high levels of learning for all.

As we reimagine school leadership in a new and challenging context, we must accept that our PLC journey is ultimately fueled by changing adult behaviors. But what happens when well-intentioned adults in our schools refuse to commit to the necessary behaviors? Luis F. Cruz, a former elementary, middle, and high school principal, reveals insights from his best-selling book, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (Solution Tree, 2019), to guide participants in the work of creating robust PLCs. In addition, Dr. Cruz reminds us of the moral imperative we all share that must act as the driving force for PLC implementation back home.

Session Descriptions—Optional Sessions

Heather Frizellie

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 guarantee students additional time and support for learning when they need it. After examining the key components of systematic intervention and enrichment, participants examine protocols and criteria to assess their own schools' responses and an action-planning template for next steps in raising the bar and closing the gap in the local context.

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.
- Apply a current reality assessment tool while learning.

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.

Sarah Schuhl

The Time Is Now: The Journey Awaits

All too often, schools hope students will do better from one year to the next. In a professional learning community, however, that hope is turned into action—with a clear plan to ensure learning. Staff work to embrace the three big ideas and collaborative teams answer the four critical questions. Teams build a shared understanding of standards to intentionally link instruction, assessment, and student re-engagement as needed.

Along the way, there will be roadblocks. How will you and your teams navigate the roadblocks and keep the focus on the journey ahead? Be inspired to turn learning into action and become the school you desire, one that ensures the learning of every student. Sarah Schuhl sheds light on the journey ahead and challenges you to implement your learning back at home using practical tools, protocols, and examples.