Sarasota County Schools

District Strategic Plan (Goal 1 – Strategy 3)

Professional Learning Communities

Potential Additional Session Descriptions

Getting Uncommon Results in a Professional Learning Community at Work

Building a PLC System of Best Practices

The training will provide a baseline understanding of key concepts and vocabulary and build shared knowledge necessary to become a PLC at Work®. Participants will understand the three big ideas of PLC at Work and develop a common understanding of the four critical questions of a PLC:

- Reflect on best practices to impact student achievement
- Examine how the three big ideas of a PLC create a system of learning at high levels for all students
- Reflect on how the four questions drive learning at high levels for all students
- Examine the collaborative team's role in determining what students should know and be able to do (Question 1)
- Examine the collaborative team's role in using assessments to determine if students have shown proficiency in the identified learning targets/standards (Question 2)
- Examine the collaborative team's responsibilities and the school's responsibilities when students are not proficient and when students are proficient (Questions 3 & 4)

Building Your Guiding Coalition to Ensure All Students Learn at High Levels

Examine what it means to be a powerful guiding coalition and how schools can create a team, develop it, and sustain it:

- Reflect on how leadership and collaboration impact collective teacher efficacy and responsibility
- Examine how being "loose" and "tight" keeps you focused on the right work while building collective teacher efficacy and responsibility
- Reflect on each school's current reality regarding the leadership (guiding coalition) necessary for a high functioning PLC
- Examine next-steps for schools and/or the district to take to ensure the culture shift toward high functioning PLC's

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 from attitudes of compliance, coercion, and fear to ones that are respectful, responsive, and reflective.

Outcomes include learning how to: • Promote high standards of achievement for all. • Create a collective, rather than individual, leadership focus.

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning

In a time of tremendous focus on data, it is imperative to grow a rich collaborative culture through dialogue and data protocols—moving from a deficit mindset to a growth mindset. Participants in this session discover ways to create this culture, use data protocols, and increase team capacity and student learning.

Outcomes include:

• Focusing on results through the lens of data.

• Obtaining tools, tips, and templates to impact team and student learning.

• Moving from data to demonstration of learning.

Technology and Teams: Leveraging Technology for Learning

Effective teams are essential to the PLC at Work process and continuous improvement. Regina Stephens Owens shares strategies to leverage technology to support teamwork and ensure growth through collective inquiry and action research.

Participants learn how to:

• Use technology as a motivator to advance the work of teams.

• Leverage web resources to address the four essential questions of a PLC.

• Use technology to build collective capacity and ensure continuous improvement.

• Support high levels of learning by ensuring singleton teachers function effectively in the PLC process.

Collective Efficacy at Work

Leveraging the strengths of all community members can be challenging. Where do we start? How can we monitor and measure to ensure growth for staff and students? How do we work interdependently to accomplish goals? Regina Stephens Owens facilitates a collaborative discussion as participants discover ways to increase results through collective responsibility. Participants explore how to:

• Build a community of compassion where all stakeholders work interdependently to ensure students are ready for college, career, and life.

• Develop experiences where staff and students learn and grow, resulting in the alignment and achievement of individual and organizational goals.

• Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

Connecting the Big Ideas

Training will connect the big ideas of working in a professional learning community,

- Understanding what it really looks like when we say ALL means ALL and
- Assessing how resources are allocated to ensure high levels of learning for ALL.
- Will reinforce key terms associated with collaborative teamwork and
- Allow participants to reflect and self-assess the current reality of what happens in common planning
- Leveraging next steps for creating collaborative teams.