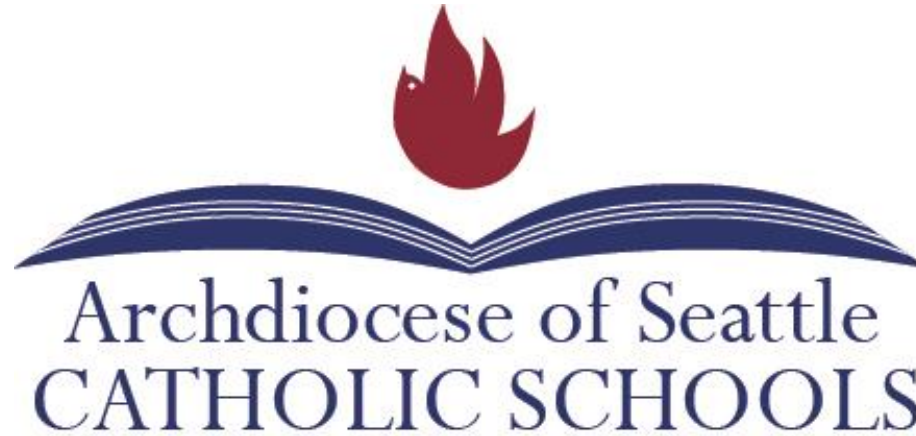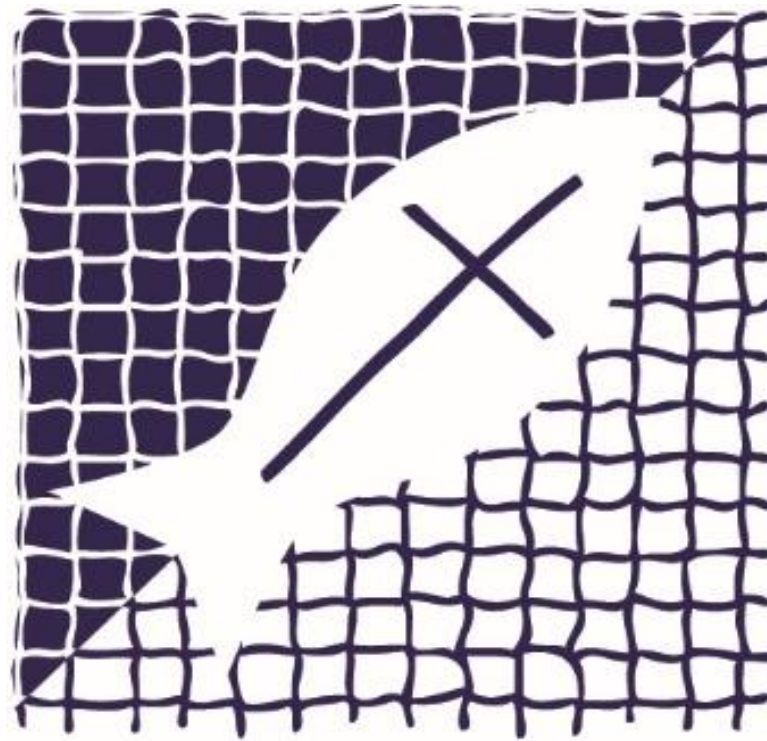**2017 Catholic Educator Forum:
Guiding Regional, Advancing
Catholic Education
June 19- 20, 2017**

*Opening Prayer*

GRACE

Guiding Regionally
Advancing Catholic
Education

Catapult Learning

# Welcome

# Archdiocesan Vision for Student Achievement

1. All students will obtain the 21$^{st}$ century learning skills needed to become Christ-like servant-leaders for tomorrow's world.

2. All students will flourish, no matter their race, socioeconomic status, learning style, or gender.

3. All students will become mathematical thinkers who know and apply core mathematical concepts and principles to present-day problems.

# Agenda

## June 19

- The System and Systemic PLCs
- Assessing Your PLCs
- Leading PLCs
- STL-Principal Conversation

## June 20

- PLC Task Development
- Developing Annual PLC Calendars
- Developing Agendas for School-Level PLC Meetings
- Next Steps for RTLs and STLs
- STL-Principal Conversation
- Commissioning Prayer Service

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# Human Bingo

# *Norms*

# Developing Norms

## Activity

1.  Individually reflect and record 4 ideas for norms on 4 separate index cards.

2.  Leader will collect and shuffle cards.

3.  Read, Discuss, Sort cards.

4.  Draft group norms.

5.  Review the norms; Determine if the group can support the norms.

6.  Adopt and Practice



**NORMS**

- Suspend judgment and assume good will.
- Speak candidly as a way to move the dept. forward
- Active, respectful listening and speaking
- Share the air time

**Catapult Learning**

# Archdiocese of Seattle PLC Meeting Norms

- Get to know others
- Participate, and encourage others to do so
- Presume positive intentions
- Speak for yourself, and don't apologize
- Limit side conversations
- Let others finish
- Ask follow up questions
- Share examples
- Focus on Issues, not Individuals



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# *The System and Systemic PLCs*

# Organization of Systemic PLCs
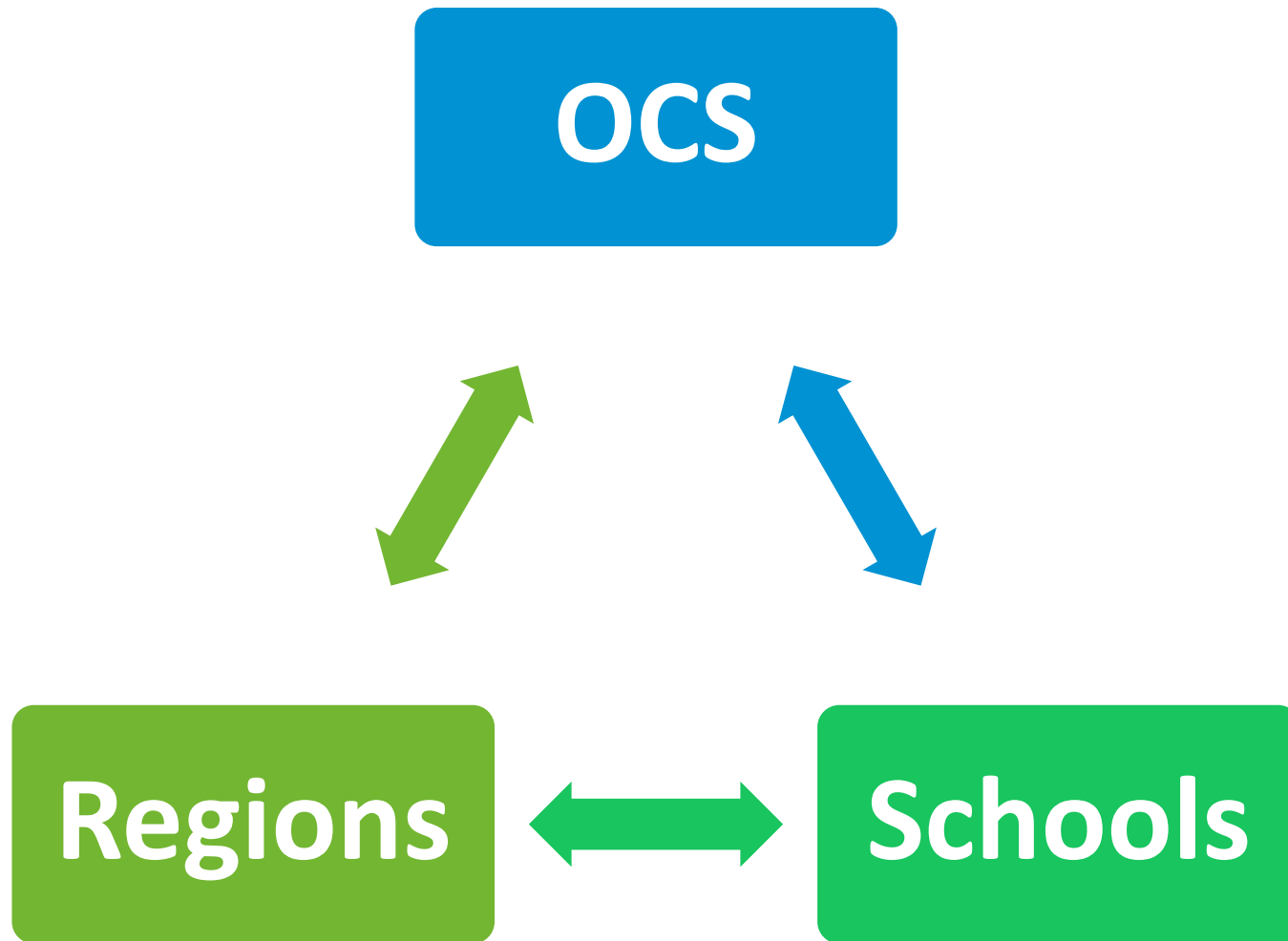
# Archdiocese of Seattle Systemic PLCs

## *From Strength to Strength*

In developing this plan, we asked the question: "What can we do together that we cannot do so well alone. "

… schools have been organized into "regions" for the purpose of coordinating planning and sharing resources among clusters of schools; regional planning will help to ensure that the principles of "subsidiarity" (local autonomy) and "solidarity" (communion with the whole system) are honored and that each school flourishes as part of the common good.

*From Strength to Strength*, p. 7.

**Catapult Learning**

# The GRACE Project

**Goals:**

The goal of the GRACE Project is ***to improve teaching and learning*** by empowering teacher leaders to:

- facilitate collaborative, data-informed *professional learning communities*, and

- *plan data-informed professional development* that is meaningful and meets the needs of adult learners.

**Participant Roles:** *see handout*

- STL (School Teacher Leader)

- RTL (Region Teacher Leader)

- Principal

**Organization:** *see handout*

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| Event | Date | Who? | Time | Location |
|---|---|---|---|---|
| RTL Meeting with OCS | Sept 27, 2017 | Regional Teacher Leaders | 8:30 AM- 3:00 PM | TBD |
| MAP PD: Informing Instruction | Oct 17- Oct 20, 2017 | Determined by school; at least one STL recommended. | TBD | TBD. There will be 4 sessions in regionally accessible locations |
| Regional Meeting | Jan 16, 2018 | STLs from the South Seattle and Eastside Regions | 8:30 AM- 3:00 PM | TBD |
| Regional Meeting | Jan 17, 2018 | STLs from the North Seattle Region | 8:30 AM- 3:00 PM | TBD |
| Regional Meeting | Jan 18, 2018 | STLs from the Pierce & South King Regions | 8:30 AM- 3:00 PM | TBD |
| Regional Meeting | Jan 22, 2018 | STLs from the South Sound & Southern Regions | 8:30 AM- 3:00 PM | TBD |
| Regional Meeting | Jan 23, 2018 | STLs from the Northern & Olympic Regions | 8:30 AM- 3:00 PM | TBD |
| MAP PD: Using MAP data to inform school goals | Feb 12- Feb 16, 2018 | Determined by school; at least one STL recommended. (Ctrl) ▾ | TBD | TBD. There will be 4 sessions in regionally accessible locations |
| Regional Curriculum Day | March 16, 2018 | All teachers in the Archdiocese | TBD by region/ school | TBD by region/ school |
| RTL Meeting with OCS | March 26, 2018 | Regional Teacher Leaders | 8:30 AM- 3:00 PM | TBD |
| GRACE Catholic Educators Forum | June 20- June 21, 2018 | All | TBD | TBD |

**MAP Trainings: Recommended for STLs**          **Regional Teacher Leaders Only**

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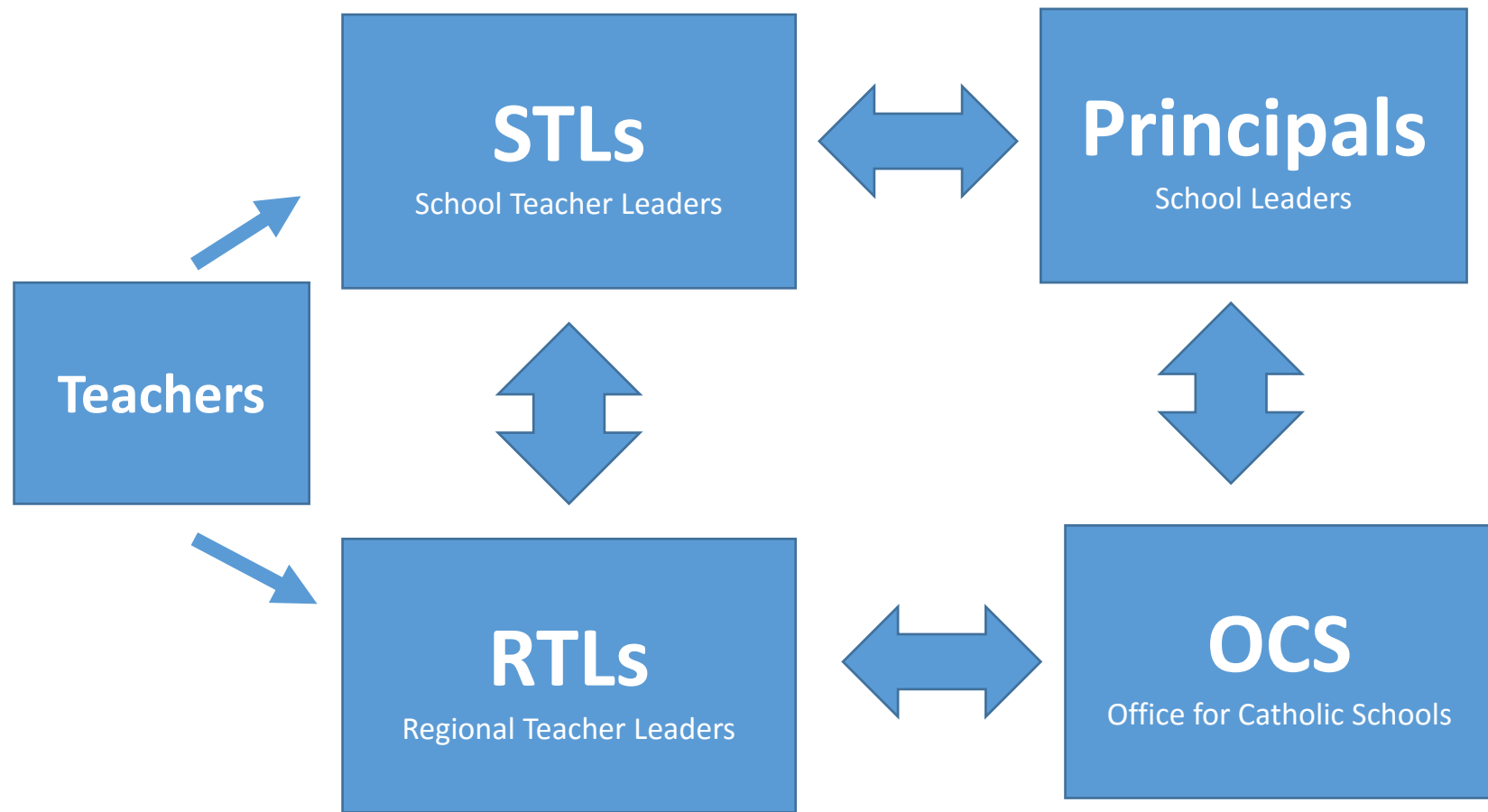
# Systemic PLCs are a *Cultural Transformation*

*To make PLCs systemic,*
*__leaders at all levels__*
*must see the strategy as tantamount*
*to changing the culture of the system.*

*They must abandon the perception*
*that PLCs represent*
*a program to be implemented*
*and recognize that*
*__the PLC process is a cultural transformation__*
*__that has lasting value.__*

DuFour, R. and Fullan, M. (2013). Cultures Built to Last.: Systemic PLCs at Work.
Bloomington, IN: Solution Tree Press.

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# Cultural Change

*Two things are true about cultural change:  it is absolutely doable, but it is undeniably difficult.*

*Factors that contribute to the difficulty [with cultural change] include the following:*

- *...changes the way that just about everyone relates to each other*

- *...creates conflict*

- *...is multifaceted*

- *...is a process of trial and error*

- *...never ends*

DuFour, R. and Fullan, M. (2013). Cultures Built to Last.: Systemic PLCs at Work.
Bloomington, IN: Solution Tree Press.

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# Key Systemic PLCs Concepts

**Balance**



**Coherence Making**



**Interdependence**



**Systemness**



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# Goldilocks and Getting to "Just Right"

# Too Tight

**Too Tight:**   *A tight district (diocese) that stipulates that teachers must adhere to the curriculum and pacing established by the central office can assert that it is promoting the very worthwhile objective of curriculum consistency across all schools.*

**Turn &Talk***:   **What are the pro's and con's with this too tight approach.***

Dufour, R. and Fullan, M. (2013). *Cultures Built to Last:  Systemic PLCs at Work. (pp. 34-38)*

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# Too Loose

**Too Loose:** *The loose district (diocese) that encourages each school to establish and implement its own curriculum can claim it is promoting the necessary engagement that leads to ownership of curriculum.*

**Turn &Talk:**   *What are the pro's and con's with this too loose approach.*

DuFour, R. and Fullan, M. (2013). <u>Cultures Built to Last.: Systemic PLCs at Work.</u>
Bloomington, IN: Solution Tree Press.

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# Just Right = Loose-Tight Balance

**Just Right:** *The district (diocese) that finds the right loose-tight balance will provide a curriculum framework for the educators in all of its schools. Its leadership team will also engage all of its educators in the deep analysis of that framework and an ongoing effort to ensure they are interpreting and implementing the curriculum in a consistent way.*

DuFour, R. and Fullan, M. (2013). Cultures Built to Last.: Systemic PLCs at Work.
Bloomington, IN: Solution Tree Press.

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# Interdependence

Interdependence – *the right amount of* **autonomy and collaboration** *that results in* **focus, learning together, and strong internal commitment** *to group accountability*.

DuFour, R. and Fullan, M. (2013). <u>Cultures Built to Last.: Systemic PLCs at Work.</u> Bloomington, IN: Solution Tree Press.

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# Systemness



Systemness – *the degree to which **people identify***

***and are committed to** an entity larger than themselves*.

DuFour, R. and Fullan, M. (2013). <u>Cultures Built to Last.: Systemic PLCs at Work.</u> Bloomington, IN: Solution Tree Press.

# Coherence Making

Widely dispersed leadership building a *collective coherence* and a *shared mindset*

PLCs in the diocese require adults with **Energy** and/or **Expertise**

*Possess:*          *shared objectives*

*Members are:*      *invested, influential and capable*

*Tasks are:*        *learn, teach, problem solve, act, motivate*

*Organized:*        *vertically and horizontally*

DuFour, R. and Fullan, M. (2013). Cultures Built to Last.: Systemic PLCs at Work.
Bloomington, IN: Solution Tree Press.

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# Application of Key Systemic PLCs Concepts

**Balance**



**Coherence Making**



**Interdependence**



**Systemness**



Catapult Learning

# Processing Activity: *From Strength to Strength*

## Turn and Talk

Catholic schools retain their local character and governance while cooperating with their regions and the Office for Catholic Schools (OCS) by exercising wise stewardship through systems approaches to data-supported planning, marketing, evangelizing, professional development, and shared resources.

*From Strength to Strength*, p. 4.

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# Processing Activity: GRACE Goal

The goal of the GRACE Project is **to improve teaching and learning** by empowering teacher leaders to:

- facilitate collaborative, data-informed *professional learning communities*, and
- *plan data-informed professional development* that is meaningful and meets the needs of adult learners.

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# Six Characteristics of High Performing PLCs

**High Performing PLCs:**

1.  **Shared mission (purpose), vision (clear direction), values (collective commitments), and goals (indicators, timelines, and targets) which are focused on learning**

2.  **A collaborative culture with a focus on learning**

3.  **Collective inquiry into best practice and current reality**

4.  **Action orientation or "learning by doing"**

5.  **A commitment to continuous improvement**

6.  **A results orientation**

Dufour, R., Eaker, R. DuFour, R., & Many, T. (2010). *Learning by Doing: A Handbook for Professional Learning Communities.* (2nd ed.) Bloomington, IN: Solution Tree Press.

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# *Assessing Your PLCs*

# PLC Continuum, For Use: School-level, Region, OCS

**Archdiocese of Seattle PLC Implementation Continuum**

*This document should be used by schools to assess the current reality of their school's implementation of each PLC indicator listed in the left column. Consider what evidence or anecdotes support your assessment. We encourage you to use this form throughout the year as you grow along the continuum.*

School Name: _____     Date: _____

| Indicator | Pre-Initiating | Initiating | Implementing | Developing | Sustaining |
|---|---|---|---|---|---|
| **Norms/ Collective Commitments** *How will we function as a team?* We have identified and honor the commitments we have made to the members of our team in order to enhance its effectiveness. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team. | No attention has been paid to establishing clearly articulated commitments that clarify the expectations of how the team will function and how each member will contribute to its success. Norms emerge based on the habits that come to characterize the group, but they are neither explicit nor the result of a thoughtful process. Several norms adversely affect the effectiveness of the team. | The team has been encouraged by the school or OCS to create norms and clarify expectations and commitments. Recommended norms for teams may have been created and distributed. Norms are often stated as beliefs rather than commitments to act in certain ways. | The team has been required to develop written norms that clarify expectations and commitments. The team views this as a task to be accomplished. They have written the norms, but do not use them as part of the collaborative team process. | The team has established the collective commitments that will guide their work, and members have agreed to honor the commitments. The commitments are stated in terms of specific behaviors that members will demonstrate. The team begins and ends each meeting with a review of the commitments to remind each other of the agreements they have made about how they will work together. They assess the effectiveness of the commitments periodically and make revisions when needed. | Team members honor the collective commitments they have made to one another regarding how the team will operate and the responsibility of each member to the team. The commitments have been instrumental in creating an atmosphere of trust and mutual respect. They have helped members work interdependently to achieve common goals because members believe they can rely upon one another. |

**Indicators**

**Stages**

# Indicators

- Norms/ Collective Commitments
- Goals
- Essential Learnings
- Common Assessments
- Common Assessment Criteria
- Interventions

# *Leading PLCs*

# The Roles of the PLC Leader

**Satisfies the Interpersonal Needs of the Team**

**Satisfies the Administrative Needs of the Team**

**Satisfies the Task Needs of the Team**

**Set Norms**

**Prepare Well**

**Set the Purpose**

Catapult Learning

# The PLC Leader Satisfies *Administrative* Needs

❑ Prepare for every meeting; prepare the agenda including activities for engagement

❑ Begin every meeting by stating the purpose of the meeting

❑ Periodically, during  a meeting, summarize the comments made and verbalize consensual agreement among members

❑ Know that the quicker the group moves through an agenda, the more the group experiences the feeling of success

❑ Start and end on time

Egolf, D.G. and Chester, S.L. (2013). Forming, storming, norming, performing: Successful communication in groups and teams. (3rd ed.) Bloomington, IN: iUnivese. (pp. 142-143)

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# Administrative Role – Make sure you PREPARE WELL

**Archdiocese of Seattle CATHOLIC SCHOOLS**

**Region PLC Meeting PLANNING TEMPLATE**
**Region:**_____
**Date:**_____

| Agenda Item | Notes - Take-Aways - Action items – Decisions<br>*What should participants take away from this meeting? What are the desired outcome(s)?* | FOR PLANNING PURPOSES ONLY<br>Activities to Ensure Engagement<br>*How can I make sure that I am utilizing strategies that will engage the needs of adult learners?* |
|---|---|---|
| **Welcome & Prayer (TIME)** | | |
| **Meeting Norms (TIME)** | | |
| **Meeting Purpose (TIME)** | | |
| *Systemness Focus Work* | | |
| **Communication: Announcements**<br>• Name the work (TIME) | | |
| **Coordination: Interconnectedness of our Work**<br>• Name the work (TIME) | | |
| **Collective Capacity Building: PD**<br>• Name the work (TIME) | | |
| **Collaboration: Plan – Do – Study – Act**<br>• Name the work (TIME) | | |
| **Reflection (5)**<br>*What does this mean for my school, region, and Archdiocese?* | | |
| **Regional PLCs Communication Loop (15)**<br>• *What support is needed to ensure the Region's progress toward meeting the vision?*<br>• *What else do we want to communicate back to the OCS?* | | |
| **Recap & Action Items Discussion (10)**<br>*Minutes-taker gives recap*<br>*RTL facilitates Action Items Discussion.*<br>• Region-based<br>• School-based | | |
| **Exit Ticket (5)** | | |

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# Prepare Well

## 4 C's

 Communication

 Coordination

 Collective Capacity Building

 Collaboration

## Planning for Engagement



**See Resource – Facilitating Adult Learning**

Catapult Learning

# The PLC Leader Satisfies *Task* Needs

❑ State the group's purpose (note 4 C's)

❑ Outline steps that will lead the group to its goal

❑ Predict problems that will arise

❑ Diagnose problems when they do arise

❑ Stimulate action

❑ Create sub-goals so the group can experience early and frequent successes

❑ Provide clear directions

❑ Provide positive feedback for goal-oriented behaviors

Egolf, D.G. and Chester, S.L. (2013). Forming, storming, norming, performing: Successful communication in groups and teams. (3rd ed.) Bloomington, IN: iUnivese. (pp. 142-143)

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# Task Role – Make sure you SET THE PURPOSE

**A meeting purpose defines the meeting and contains:**

- **TO….** describes what you are going to do.  What's your primary focus?

- **IN A WAY THAT…** describes the **value** of this work?  Who and how will they benefit?

- **SO THAT…** describes how teachers are enabled and empowered to improve teaching and learning in their school.  What can they do as a result of achieving this purpose?

*The Purpose of our meeting is… **TO** prepare STLs in partnership with their principals to lead professional learning communities at their school,  **IN A WAY THAT**  teachers benefit from engaging in professional dialogue and planning, **SO THAT** we are able lead our colleagues to engage in the four critical questions that drive the work of our PLCs.*

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# The PLC Leader Satisfies *Interpersonal* Needs

❑ Ensure each member's participation

❑ Make sure members are aware of their obligation to participate

❑ Resolve conflicts

❑ Regulate discussions; don't let anyone dominate

❑ Be fair, but know your members; there are always differences among people and people are motivated in different ways

❑ Provide positive feedback whenever it is appropriate

Egolf, D.G. and Chester, S.L. (2013). Forming, storming, norming, performing: Successful communication in groups and teams. (3rd ed.) Bloomington, IN: iUnivese. (pp. 142-143)

**Catapult Learning**

# Interpersonal Role – Make sure you SET NORMS

- Developing agreed upon norms for group behavior makes collaboration and group meetings more effective by guiding team behavior

- Norms enable team members to hold each other accountable for any behavior that is negatively impacting the success of the team

- Clearly assigned roles and responsibilities help the team build internal capacity for planning and holding effective and focused meetings

*Source:  Coaching for Capacity Building, Illinois State Board of Education*

**Catapult Learning**

# STL-Principal Conversation

# Discussion Topics: STL and Principal

| Roles of the PLC Leader Self-assessment | PLC Continuum Assessment |
|---|---|
| *STLs, review your 3 Roles of a PLC Leader Self-Assessment with your Principal and discuss:*<br><br>• **Strengths**<br>• **areas for growth**<br>• **support needed**<br><br>• In what role can both STL and Principal work together to ensure a high performing PLC?  For example, will you develop the purpose statement together?  Will you collaborate on designing engaging activities? | *Share your PLC Continuums with one another:*<br><br>• Where are you in agreement?<br>• Where are you not in agreement?<br>• Can you come to consensus?<br>• What indicators can you celebrate?<br>• What do you have to do to ensure you maintain?<br>• What indicator(s) are in need of attention?  What are your action items for growth? |

Catapult Learning

# Evaluation:  Monday, June 19

Thank you for participating in today's Catapult Learning session "Teacher Lead PD". To help us continue to improve, please complete an evaluation online at

## http://tinyurl.com/CLPDSurvey
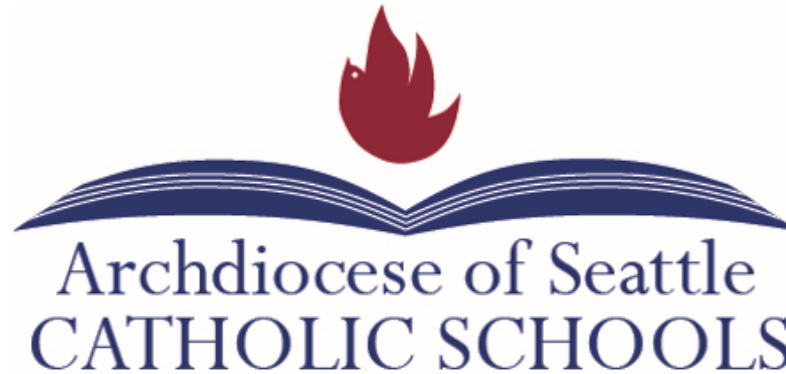
*Our session ID is 127.*

# Closing Prayer- A Step Along the Way

*Opening Prayer*

"Of all women you are the most blessed; And blessed is the fruit of your womb."

"My soul proclaims the greatness of the Lord."

# Where are we today?

https://www.menti.com/b2e17a

Results

*Icebreaker*

# Icebreaker

- Choose a coin from the table or take one from your purse, pocket, wallet…

- What year is on the coin?

- What is your best memory from that year?

- Find 3 other people with the same value of your coin and share stories with one another.



**Catapult Learning**

# *PLC Task Development*

# The Work at the School-Level

Archdiocese of Seattle
CATHOLIC SCHOOLS

**Region PLC Meeting PLANNING TEMPLATE**
Region:_____
Date:_____

| Agenda Item | Notes - Take-Aways - Action items – Decisions<br>*What should participants take away from this meeting? What are the desired outcome(s)?* | FOR PLANNING PURPOSES ONLY<br>Activities to Ensure Engagement<br>*How can I make sure that I am utilizing strategies that will engage the needs of adult learners?* |
|---|---|---|
| **Welcome & Prayer (TIME)** | | |
| **Meeting Norms (TIME)** | | |
| **Meeting Purpose (TIME)** | | |
| *Systemness Focus Work* | | |
| **Communication: Announcements**<br>• Name the work (TIME) | | |
| **Coordination: Interconnectedness of our Work**<br>• Name the work (TIME) | | |
| **Collective Capacity Building: PD**<br>• Name the work (TIME) | | |
| **Collaboration: Plan – Do – Study – Act**<br>• Name the work (TIME) | | |
| **Reflection (5)**<br>*What does this mean for my school, region, and Archdiocese?* | | |
| **Regional PLCs Communication Loop (15)**<br>• *What support is needed to ensure the Region's progress toward meeting the vision?*<br>• *What else do we want to communicate back to the OCS?* | | |
| **Recap & Action Items Discussion (10)**<br>*Minutes-taker gives recap*<br>*RTL facilitates Action Items Discussion.*<br>• Region-based<br>• School-based | | |
| **Exit Ticket (5)** | | |

Catapult Learning

# PLC Breakouts: Task Development

**Teams of Teachers and Principals will review/revise drafts of PLC activities for use by STL colleagues across the archdiocese.**

See ***GRACE PLC Activity Design Template*** and SAMPLES

PLC Activities:

1. Norms Development
2. Root Beliefs Development
3. 4 Critical Questions
4. Creating School Learning Goals
5. Creating Grade- Level SMART Goals
6. Formative Assessments (CFUs and Exit Tickets)
7. MAP Fall Post-testing
8. MAP Winter/Spring Post-testing
9. Planning and Implementing Student Interventions
10. Faculty PLC Continuum Self-assessment

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# PLC Activities:  Unpacking (30 minutes)

1.  Look in at your nametag for a Number.Letter, for example 3b.

2.  On my signal you will report to your assigned table:  1a, 1b, etc.

3.  Review the PLC Activity and Unpack:

    -what is the title, purpose, and how much time does this activity take?

    -what is the process for delivering this activity?

    -what are the important resources/ materials needed for this activity?

    -based on your group discussion, feel free to cross out and modify the time allotments for each part of the process.

    -using sticky notes, feel free to edit the steps or revise the process to ensure clarity and/or better meet the needs of your faculty.

# PLC Activities:  Facilitating Adult Learning (15 minutes)

4. Make the Activity Better:  Locate the Facilitating Adult Learning document on your flashdrive.  Examine the various activities by type:  Reflect, Summarize, Share Knowledge, Teach, Receive Feedback and discuss with your colleagues how to make this PLC activity more engaging by incorporating 1 or more of the activities. Put these on a sticky note and attach it to your handout.

# PLC Activities – ALL Activities Share Out (90 minutes)

5. Within each group, count off until each person has a number.

6. **A groups** will meet on this side of the room**; B groups** will meet on this side.

7. 1's report to the #1 table, 2's report to the #2 table, etc.  Once at your table, share out a brief overview of the activity you that you unpacked:  title, purpose, general process, important resources/materials, and activity(ies) for engagement.  Record in ***Notes*** section of the DEBRIEF sheet.

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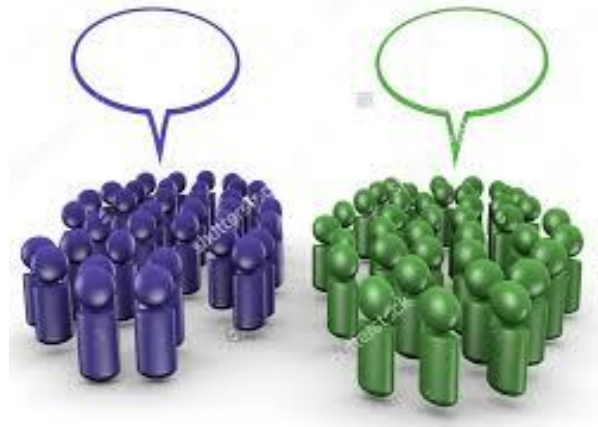
# PLC Activities: School Team Meeting (20 minutes)

8. School Team Meetings: Determine the PLC Activities to do at your school, in what order, or when? Note: some activities may be combined (e.g. norms and root beliefs could be completed at a back-to-school retreat). Record in **Principal-STLs Conversation** section of the DEBRIEF sheet.

# Lunch

*Developing Annual PLC Calendars*

# Planning/Recording the Work at the School Level

| Important Dates for Consideration | | |
|---|---|---|
| NWEA Fall Testing Window | Optional NWEA Winter Testing Window | NWEA Spring Testing Window |
| Sept 18, 2017- October 13, 2017 | January 16, 2018- February 9, 2018 | April 30, 2018- May 25, 2018 |

**Communicate**= FYI
**Coordinate**= My work may impact yours- let's work together.

**Collaborate**= Problem solving together as thought partners
**Collective Capacity Building**= We are working together to improve our teaching practice.

| PLC Topics for 2017-2018SY | | | |
|---|---|---|---|
| Week of... | **Academic Excellence** *PLC Activities Related to Student Learning* | **Information Type(s)** *Communicate-Collaborate-Coordinate- Collective Capacity Building* | **Notes- Key Take-Aways- Resources** *Use this column for planning purposes: What are the desired outcomes? What resources will you use?* |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## Logistics

1. ***Making time for monthly PLC meetings led by the STL***
- How many meetings and how much time can will be set for PLCs?
2. ***Building in 2-4 monthly STL-Principal Check-ins***
- Can we agree on a regular day of the week and time to check-in?

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# The Work at the School-Level

Archdiocese of Seattle
CATHOLIC SCHOOLS

| Agenda Item | Notes - Take-Aways - Action items - Decisions | FOR PLANNING PURPOSES ONLY Activites to Ensure Engagement |
|---|---|---|
| Welcome & Prayer (TIME) | | |
| Meeting Norms (TIME) | | |
| Meeting Purpose (TIME) | | |
| *Systemness Focus Work* | | |
| Communication:  Announcements <br> • Name the work (TIME) | | |
| Coordination: Interconnectedness of our Work <br> • Name the work (TIME) | | |
| Collective Capacity Building:  PD <br> • Name the work (TIME) | | |
| Collaboration: Plan – Do – Study – Act <br> • Name the work (TIME) | | |
| Reflection (5) <br> *What does this mean for my school, region, and Archdiocese?* | | |
| School-Regional PLCs Communication Loop (15) <br> • *What support is needed to ensure the School's progress toward meeting the vision?* <br> • *What else do we want to communicate back to the Region/OCS?* | | |
| Recap & Action Items Discussion (10) <br> *Minutes-taker gives recap* <br> *STL facilitates Action Items Discussion.* <br> • School-based | | |
| Exit Ticket (5) | | |
| Prayer (5) | | |

Catapult Learning

# Evaluation:  Tuesday, June 20

Thank you for participating in today's Catapult Learning session "Teacher Lead PD". To help us continue to improve, please complete an evaluation online at

## http://tinyurl.com/CLPDSurvey

*Our session ID is 128.*

**Catapult Learning**

# Break

# *Next Steps for RTLs and STLs*

# Processing Our Learning

**FRONT**

1. 1 thing I learned . . .

2. 1 thing I'm excited about is . . .

**BACK**

1. 1 thing I learned . . .

2. 1 thing I'm excited about is . . .

# Next Steps

**Personal**

- Record important dates
- Complete your page in the directory if you haven't yet done so

**School**

- Plan for the start of the school year
    - 1st PLC Activities- Which? When? Who?
    - How will the STL(s) be introduced?
- Principal- STL check ins
    - When?
    - How long?
    - How often?
- Develop rough draft calendar for the year
- Finalize agenda for first meeting(s) of the year

**Region**

- Schedule online meetings (RTLs will reach out)
- Share yearly calendars (RTLs will organize)

| Beginning the School Year | PLC Calendar Work | Logistics |
|---|---|---|
| **Discuss the first PLC activities of the year.**<br>• Which activities?<br>• When?<br>• Who will do what?<br><br>**Discuss how the STL role will be introduced/ explained to the staff.** | **Review the draft annual calendar.**<br>• What work still needs to be accomplished? When will we do this?<br>• Will we need to adjust our meeting structure in any way to make room for these meetings? | **Discuss the principal-STL check ins.**<br>• When?<br>• How often?<br>• For how long?<br>• What will we accomplish during these meetings? |

# Before You Go . . .

https://www.surveymonkey.com/r/CEFJun17

Please complete! Your input is so important to is!

This is required for Clock Hours

*Commissioning Prayer Service*

# Regional Teacher Leaders

| Name | School | Region |
|------|--------|--------|
| Liz Allen | Queen of Angels School | Olympic |
| Beth Anderson | Our Lady of Lourdes School | Southern |
| Megan Barnes | St. George School | South Seattle |
| Barbara Bolaños | St. Patrick School | Pierce |
| Kathy Cox | St. Catherine School | North Seattle |
| Deborah Graver | St. Michael School | South Sound |
| Kayla Harris | St. Brendan School | Eastside |
| Liz McAllister | St. Mark School | Northern |
| Eve Ruiz | St. Bernadette School | South King |