

## Agenda

### *Creating and Sustaining Professional Learning Communities*

August 25, 2016

3–5 p.m. ET

#### *Goals*

- Review the research basis for professional learning communities (PLCs) and their connections to student outcomes.
- Consider the critical components of PLCs.
- Detail actions for launching and/or supporting PLCs.

**3:00 p.m.** Welcome and introduction to the webinar platform by Dr. Elizabeth Greninger, Facilitator (edCount, LLC)

**3:15 p.m.** Presentation by Dr. Stephanie Hirsh, Executive Director (Learning Forward)

#### *Setting the Stage*

Dr. Hirsh will define PLCs and explore six common assumptions about PLCs.

#### *The Research Base*

Dr. Hirsh will describe the research on PLCs. She will give details of the positive outcomes PLCs can have and cite the studies showing these outcomes.

#### *Current Theory*

Dr. Hirsh will discuss the essential conditions and key elements of PLCs, including some examples of how attributes of PLCs influence each other.

#### *Topic in Local Practice*

Dr. Hirsh will describe the stages in the PLC cycle and give examples of the effective use of PLCs. She will discuss how PLCs can improve outcomes for students with disabilities and English learners and improve conditions for teaching and learning. A representative from REL Mid-Atlantic's Professional Learning Research Alliance will share information including the alliance's goals and current research topics.

#### *Action Steps*

Dr. Hirsh will describe how to set up effective PLCs and measure PLC outcomes. She will inform participants about how they can connect with similar groups in their regions.

#### *Key Takeaways*

Participants will be asked to share their planned action steps.

**4:30 p.m.** Question and answer session, followed by wrap-up and adjournment

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