

Are We a Group

or a **Team?**

Mike Mattos

**Moving From
Coordination to
Collaboration in
a PLC at Work™**

Facilitator's Guide



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Reproducible pages are in italics.

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Notes to the Facilitator

In this workshop, based on his 1-5-10 team-evaluation activity, Mike Mattos addresses the very foundations of student success by showing educators *how* they can move from coordination to collaboration in their own professional learning communities (PLCs). The video segments clearly demonstrate differences between a cooperative group and a high-functioning, collaborative team. Special attention is given to what defines a *1 Team*, *5 Team*, or *10 Team*. Tools and activities in this guide will help you move each team to a true collaborative 10 Team. In this way, Mattos says, teachers come together for the greater good—the highest levels of learning for every student.

The workshop features a video program (approximately forty-three minutes in length), which highlights classroom teachers and school leaders from real PLCs engaged in the strategies highlighted in this workshop.

The workshop is divided into nine components.

1. **Welcome and Opening:** Welcome participants to the workshop, and engage in an opening activity.
2. **What Is True Collaboration?:** In this opening segment of the video, Mattos discusses how *teams* collaborate, while *groups* merely coordinate.
3. **How to Force Rank Your Team:** Participants discover the characteristics of a 1 Team, a 5 Team, and a highly functioning, truly collaborative 10 Team. They then will force rank their own teams.
4. **Building Strong Teams:** Next, Mattos discusses the foundations of building high-functioning teams in which members share responsibility for learning outcomes, develop time to collaborate, and collaborate professionally.

5. **Bloomington's First Steps:** One high-functioning team models how to build shared knowledge, organize team composition and responsibilities, and decide on the right kinds of assessments for their students.
6. **Setting Norms That Work:** Mike Mattos discusses how team members can come to agreement and work in true professional collaboration.
7. **Moving From a 5 Team to a 10 Team: Part I**—Participants examine and reflect on the critical question, “What do we want students to learn?”
8. **Moving From a 5 Team to a 10 Team: Part II**—In this video segment, Mattos discusses common assessment and how teams can answer the critical question, “How will we know if each student is learning essential concepts?” In the end, assessing student progress is the only way to determine teacher effectiveness.
9. **Conclusions:** In the last segment of the video, participants will see PLC practitioners reflecting insights about their own collaborative teamwork.

Conducting the Workshop

This workshop is designed to last about three and a half hours. All the professional development materials you will need to conduct the workshop—facilitator’s guide with detailed teaching suggestions and reproducible handouts, as well as the video resources—are provided in this package.

To conduct a successful learning event, please consider the following accommodations.

- **Preparation:** It’s important that you view the entire video program, read all materials, and complete all activities yourself before leading the workshop.
- **Location:** The workshop should take place in an area that is large enough for individual, small-team, and whole-group work.
- **Equipment:** You will need a DVD player and may need multiple monitors. Ideally, you will have one video monitor for every ten to twelve participants.
- **Handouts:** Reproducible handouts for all participants are included with this guide (starting on page 16). Duplicate these handouts before the workshop begins, and distribute them to participants according to the workshop instructions.
- **Additional equipment:** You will also need notepaper, index cards or note cards in two different colors, flip charts, chalkboards, whiteboards, and appropriate writing materials to conduct the workshop.
- **Refreshments:** The agenda for the three-and-a-half-hour workshop should include one or more breaks during which you offer beverages. Snacks are optional, but water should be available throughout the workshop.

Video Program

This workshop incorporates a video program that is approximately forty-three minutes in length. The video features discussion with award-winning author and educator Mike Mattos, as well as documentary footage from teachers and administrators from Fossil Ridge Intermediate School, St. George, Utah, and Bloomington High School South, Bloomington, Indiana, as they discuss and model how to become a truly collaborative team. The PLC at Work™ process is embedded in the culture of these schools, and the footage captures the sights and sounds of effective teacher teams and leaders in action. *There are no scripted scenes in this program!* Participants learn from the real-life experiences of successful PLC practitioners.

The PLC Resource Continuum

This resource is designed to introduce educators to PLC concepts and build shared knowledge regarding the key terms and practices of collaborative teams in PLC schools. The video is designed to provide a precise explanation of PLC collaborative team practices and to give educators suggestions for moving forward on the PLC continuum. Furthermore, while other resources typically stress the research base that supports PLCs, this video makes the case for professional learning communities through the stories of the people who have actually created them.

Print

Making Teamwork Meaningful: Leading Progress-Driven Collaboration in a PLC at Work by William M. Ferriter, Parry Graham, and Matt Wight

Video

Collaborative Teams in Professional Learning Communities at Work: Learning by Doing by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas W. Many

Web

[allthingsplc .info](http://allthingsplc.info)

go.solution-tree.com/plcatwork



Workshop Overview at a Glance

Time (in minutes)	Video Segments	Reproducible Handouts
15-20	Welcome and Opening	
15	What Is True Collaboration?	
20-25	How to Force Rank Your Team	
20-25	Building Strong Teams	"Team Foundations"
15-20	Bloomington's First Steps	"Team Foundations"
25-30	Setting Norms That Work	"Team Foundations"
20-25	Moving From a 5 Team to a 10 Team: Part I—What Do We Want Students to Learn?	"Essential Standards Chart"
20-25	Moving From a 5 Team to a 10 Team: Part II—How Will We Know if Each Student Is Learning the Essential Concepts?	"Essential Standards Chart" "Common Assessment Team Protocol"
15-20	Conclusions: Observations From a 10 Team	"Critical Issues for Team Consideration"