CORWIN PLC+

5 ESSENTIAL QUESTIONS

A Guide to Developing a High-Functioning PLC



eBook

foreword

One of the most powerful structures designed to impact teaching and learning are PLC's. As an educator for the past 25 years, I have observed and participated with teams of educators who come together and see the impact of their work through the function of a PLC. As a professional learning consultant, I have had the pleasure of rolling up my sleeves with teams of educators who desired to see the impact of their PLC structure on student learning. I imagine that if I were able to inquire from educators across the globe, we would all identify where a PLC was prominent towards our growth and learning as professionals. It is safe to say, PLC's are an important part of the culture of learning in K-12 environments!

The PLC+ framework is designed to refresh current collaborative structures and support educator's decision making in the context of individual and collective efficacy, expectations, equity and the activation of their own learning. In addition, the process of inquiry that has been a foundational structure of PLCs in the past takes into consideration the challenges facing educators today. It is imperative that we focus on student learning through the lens of the designers of learning for students – which are the educators. I encourage you to take the journey with your team to have evidence that responds to the following questions and determine if your current PLC structure responds to these following questions: where are we going, where are we now, how are we moving learning forward, what did we learn today, and who benefitted and who did not – and if you are seeking to identify the answer to any of them, it is time to take your PLC to the next level. Shirley Hord, one of the founding members of PLC structures, said it best:



> *The PLC structure is one of continuous adult learning, strong collaboration, democratic participation, and consensus about the school environment and culture and how to attain the desired environment and culture. In such a collegial culture, educators talk with one another about practice, share knowledge, observe one another, and root for one another's success*

With the power that rest upon educators coming together and using a collective process to meet goals for themselves and students, it is imperative that we continue to research and evaluate this process in the field. Knowing that learning is continuous, the methods that we used yesterday in our PLC structure may not work today. Therefore, we should leverage what we know today about schools, educational expectations, professional learning, and student success to be a guide for us in the decisions we make in order to continue to have the impact we desire on student learning as well as our learning as educators.

Dr. Sonja Hollins-Alexander
Director of Professional Learning

Where Are We Going? 4 Steps to Empower Your Professional Learning Community

By: Douglas Fisher



Imagine being asked to embark on a trip. You're excited, of course, but you also need details. Where are we headed? How will we get there? How will I know I've arrived? If the guide refused to answer, would you go? Unless you are quite the adventurer, the answer is probably no. Yet some professional learning communities miss this important step. Instead of a clear destination in mind, members are left to map the learning journey on their own. Little wonder that not everyone arrives.

The question, "Where are we going?" is the launching point for a PLC+ team. This question is designed to drive decisions about the learning path we blaze. In doing so, PLC+ teams ensure that no member is left behind. The best journeys, we all know from experience, are those completed in the company of trusted fellow travelers.



1. Start the Learning Journey with the Destination in Mind

Educator and leader Stephen Covey shown a light on this abiding principle: "Begin with the end in mind." When it comes to teaching, the content standards for the grade or subject are the destination. When new standards were constructed earlier this decade, educators did something they hadn't done in a long time: they deconstructed standards to more fully understand the learning demands. But several years later, this practice is fading. Experienced educators believe they now "know" the standards, and new educators can fall victim to the assumption that they possess this knowledge. Even experienced teams can experience a drift from the original intentions of the standards.

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Combat drift by re-calibrating expectations so that they align with the standards. Take the time as a PLC+ team to deconstruct using a simple process:

- Underline the operational nouns and noun phrases in the standards—these are the concepts students should learn.
- Circle the operational verbs in the standards—these are the skills students should learn.

Here's an example of one standard that has been analyzed in this way:

ELA.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ED: Circle the words Determine, recount, and explain. This art can also be pulled from p.40 of The PLC+ Playbook.



2. Learning Progressions Map the Learning Journey

By noting the skills and the concepts required for mastery of the standards being taught, the PLC+ team can now move into the second step: designing learning progressions.

Learning progressions are the carefully sequenced building blocks of a unit of study. [#1] They equip the team with a way to identify important sub-skills and enabling knowledge students will need to access the standard. In addition, the learning progression delineates a logical order for acquiring and mastering the content. The result is a PLC+ team equipped with a road map for the journey. These discussion questions aid teams in designing the learning progression: [#2]

- What prior knowledge is necessary for students to successfully engage in this learning?
- What skills and concepts did the students need to master in prior standards?
- What learning experiences must they have to successfully build their prior learning and background knowledge?
- What key vocabulary is explicit or implicit within the standard?
- What scaffolding is necessary for all learners to successfully engage in this learning?
- What do we know about students that can make these learning experiences more meaningful?

Once designed, PLC+ teams turn their attention to developing daily learning intentions such that the efforts of the teacher and the students are fully aligned.



3. Daily Learning Intentions Mark the Path

Daily learning intentions address the question present in every learner's mind: What am I supposed to be learning? Communication of learning intentions is a foundational component of teacher clarity, itself a strong influencer on student learning. Too often, learners misconstrue daily lessons as a string of unrelated activities. Explicit daily learning intentions ensure that students are able to answer their question about their learning.

Daily learning intentions consist of three elements: the content, language, and social purposes. While the content demand is derived from the standard, the language demand is a closer interrogation of the literacies they will utilize during the lesson. These literacies include reading, writing, speaking, listening, and viewing. Language purpose is especially helpful for those learning English as a subsequent language. The social demand articulates the cooperative, prosocial, and communication skills and dispositions needed. For example, the third grade teacher working on the standard listened above might say:

"Today we're going find those key details our author has described in the informational book we've been reading. To do so, you'll be rereading the article with your table group, and making a list of those details you agree are important. Your group discussion will be stronger if you listen carefully to one another, and ask good questions when you don't agree with them."

PLC+ teams craft daily learning intentions together, and observe the learning of their students as they use them. Check-ins with students about the learning intentions shed light on what they do and don't understand. These insights in turn provide the team with the information they need to make mid-course corrections throughout the unit.



4. Success Throughout the Journey

Success builds incrementally throughout a trip, and shouldn't be saved solely for the end. In the same way, we want teachers and their students to possess a means to measure their daily accomplishments. Success criteria bring into sharp focus the purpose for learning in the eyes of the teacher; thus improving teacher clarity. Importantly, PLC+ teams use success criteria as a means to gauge progress of student learning. The success criteria can be at the lesson, learning progression, or unit levels. A success criterion for the lesson described earlier might read, "I can explain details such as who, what, when, where, and why from a text." Some success criteria extend across multiple units. For instance, this criterion might guide student discussion: "I can listen carefully to others. I know how to disagree, and to ask good questions, in ways that help our learning."

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Start the Learning Journey the Right Way

A successful trip begins with good planning and a clear vision of the destination. Leverage the collective strength of colleagues working as a PLC+ team to ensure that the learning journey starts strong.

Where Are We Now? The Starting Point for Moving Learning Forward

By: John Almarode



Even if you know where you are going, the pathway to arrive at that destination heavily depends are on your starting point. This has never been more obvious to me than during my interactions with Tessa and Jackson, my two children. Getting dressed, brushing teeth, making their way to the breakfast table are just a few of the tasks necessary for getting to school on-time – the desired outcome or destination created by their mother and me. However, if we are not aware of their current status (e.g., are they out of bed, moving towards the bathroom, having difficulty getting their toothpaste on the toothbrush), the mere act of starting the day can spiral into a period of tension, anger, and chaos.

This same principle applies to our classrooms. If we, both us and our students, are going to successfully navigate the learning journey towards it's intended destination, we must first identify the starting point for our learners so that we know the starting point for our teaching. Not knowing where we are now will lead to teaching concepts and skills they already know or overlooking knowledge gaps, and therefore failing to address potential stumbling blocks. In both cases, this may invoke tension, anger, and chaos in our classroom. Therefore, the second question of the PLC+ framework is where are we now? The answer to this question is rooted in our initial assessments, what we do with the data generated by those assessments, and the development of a common challenge.

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Initial Assessments

Assessment drives instruction, and it begins with the initial assessment at the beginning of the year, which helps us identify where students are in their learning and where we need to begin. But the start of the year is not the only time that initial assessments are useful. For each unit of study, teams review students' current level of understanding and skill and may administer additional initial assessments. For example, when moving from a unit of study on cells to ecology in biology, the teachers administered an initial assessment, because they had no other information about students' level of understanding. But rather than administer a new assessment, a group of English teachers reviewed students' writing progress from the previous unit to identify strengths and needs that they would continue to address in the upcoming unit.

Knowledge is power. When teams move forward instructionally without this knowledge about their students' current state of learning, valuable instructional time is wasted.

Every year there are there are variables in play that cannot be fully known, especially background knowledge and prior experience. Knowledge is power. When teams move forward instructionally without this knowledge about their students' current state of learning, valuable instructional time is wasted. Without initial assessments, it is nearly impossible to streamline instruction and repurpose time to close knowledge and skills gaps.

Data From Initial Assessments

The PLC+ framework thrives on the data it gathers. It can also perish if the data isn't used to act, or if it obscures needs that are hiding in plain sight. The first problem is one that too many schools find themselves mired in. The uptick in data-gathering sources using a variety of digital analysis tools has resulted in what one administrator aptly described as "a tsunami of data." Results of state assessments, measures of school climate, and parent and community engagement surveys can mean that teachers and leaders can become quickly overwhelmed. In the face of data overload, is it any wonder that the results—coded in too many multicolored tables and passed out at a planning week meeting in August—are then relegated to a binder that sits unused behind a teacher's desk?

So what kinds of data are useful for a PLC+? Broad-scan assessments do have some value. They can provide useful information about past progress of students (state assessments), serve as a snapshot of the emotional tone of the school (climate data), and highlight underutilized resources (parent and community engagement surveys). In professional learning communities, these data sources can further illuminate trends that are occurring at the classroom level.

Once useful data has been collected, teams need a process to discuss that data. Teams can get bogged down in this process. If we spend all of our time analyzing data, we don't move to action and thus impact learning. Teams need to strive to focus just enough time to identify trends and patterns that they can use to make learning better. Teams should make initial observations on data, make inferences from that data, and discuss the implications on instruction.

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Innovating Teaching And Learning Through A Common Challenge

In the PLC+ framework, we focus on a common challenge that serves as the goal that the team wants to accomplish. They were not told what the common challenge was, but rather identified the common challenge after answering the first two guiding questions. When teams understand where they are going and where they are now, they identify gaps.

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For example, a team of kindergarten teachers identified a gap between what their students needed to learn and what they already knew, and noted that letter formation while writing was very poor. They also noted that most students had a hard time rereading what they had written and seemed to tell listeners about their writing from memory and not from looking at the page. In addition, they noted that students did not have good control of spaces between words. There are any number of common challenges that could have been developed from these data points. What's important is that this group of teachers agreed on a common challenge and then set forth to address that challenge. In this case, they decided that their challenge was "if we improve students' mastery of print conventions, they will be able to reread what they have written."

When attempting to identify a common challenge, the following characteristics can serve as a guide:

step 1

The common challenge is grounded in the evidence we gather during the **where-are-we-now? Phase.**

step 2

The common challenge is **observable and actionable.**

step 3

If acted upon, the common challenge should make a significant **difference in students' learning.**

step 4

The common challenge should **mobilize and motivate teachers** to engage in the work required to meet the goals that they have for themselves and their students.

Once teams a common challenge, they turn their attention to ways to meet that challenge. Temperley, Kaser, and Halbert (2014) found that what teachers are professionally curious about increases their motivation, which leads to student achievement. [#3] The team capitalizes on the collective curiosity of its members to focus their inquiry on addressing the common challenge. The obvious place to start is instruction.

Innovation From Where We Are Now

When practitioners share and collectively identify common concerns, or sets of problems, it ignites both their efforts and their passions to deepen their knowledge and expertise by ongoing interaction toward a common goal. [#4] This is what we are called to do!

How Do We Move Learning Forward? Three PLC+ Actions That Will Transform the Way You Teach

By: Nancy Frey



Imagine if a medical review board never talked about surgery. Instead, the doctors confined their discussion to the results of the operation, without ever asking whether the procedure itself was properly executed. Most of us would rightly question whether the review board could be effective when they failed to ask the right question. Yet in many professional learning communities (PLC), instruction is never discussed. While the student achievement results are queried, the unstated assumption is that the instruction itself was above reproach. This blind spot–ignoring instruction—leads to the perpetuation of ineffective teaching techniques that limit student learning.

Professional learning communities were first proposed nearly five decades ago, and have accomplished much since then. But educators have experienced limitations when protocols for PLCs restrain teachers from talking about the fundamentals of practice. Therefore, we have placed our third essential question at **the heart of the PLC+ framework**: How do we move learning forward?

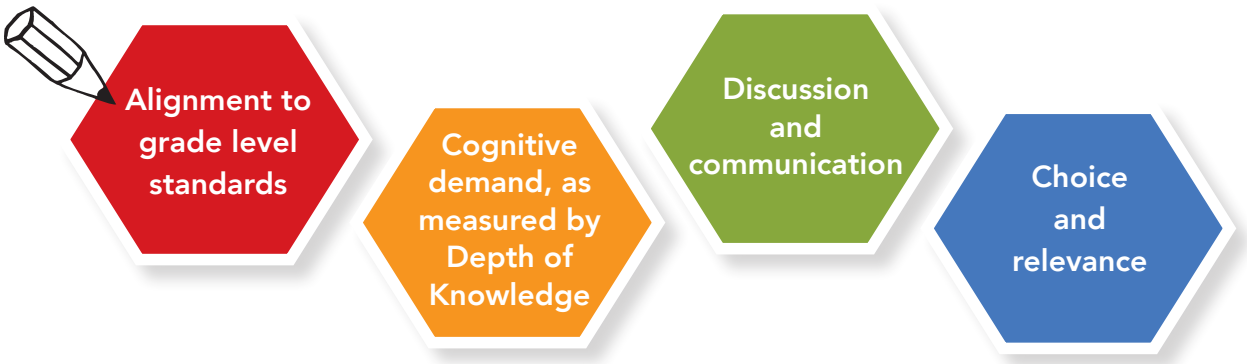
Private Practice?

There's an old joke (not a funny one) that teaching is the second oldest private profession. In the past, teachers didn't open up their classrooms to colleagues. It reflected expectations of the era, namely, that I'll mind my business and you'll mind yours. But there also weren't many mechanisms for examining each other's teaching. The PLC+ framework seeks to open up our classroom practices to one another to improve student learning. Let's turn a spotlight on three tools for doing so: assignment analysis, learning walks, and microteaching.

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Assignment Analysis

We often say that we hold high academic expectations for our students, but how do we really know? Our assignments speak volumes about our expectations, and they are hiding in plain sight. Education Trust has performed analyses on over 4000 assignments in mathematics, English, social studies, and science, to examine the expectations of teachers (learn more about their findings at https://edtrust.org/resource/classroomassignments/). The organization's rationale for doing so is that assignments reflect what teachers expect their students will be able to do, based on what they have been taught. The organization discovered that there was an inequitable distribution of the quality of assignments across four categories:



The rigor of assignments, and therefore the expectations, was lower in high-poverty schools, and few assigned tasks in any school were deemed as being of high quality.

Inspired by Education Trust's equity work, we incorporated assignment analysis as a protocol for PLC+ teams to do in advance of teaching. Using tools aligned with these four quality indicators, educators now have a means for proactively designing tasks that challenge. Doing so provides teams with a method for calibrating expectations and assuring that all students have access to grade level standards.

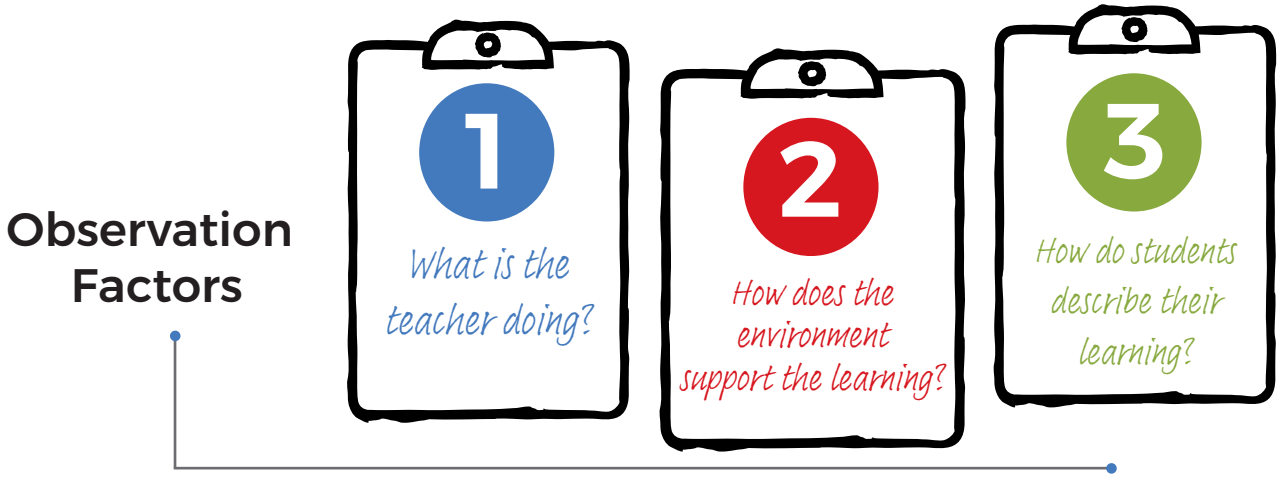
Learning Walks

There is great value in being present in one another's classrooms. Learning walks provide teams with a means for doing so. These scheduled events are short (10 minutes or less in each classroom), and focused on a common challenge agreed upon in advance. This ensures that the team doesn't drift too far from the original intention, which is to learn more about a particular element of teaching and learning.

Teams new to the learning walk process might consider beginning with ghost walks. Members travel as a group through each other's empty classrooms, examining the physical environment for

techniques used to support learning. For example, a PLC+ team which has identified increasing independent reading as their common challenge can look for ways in which each member structures the environment to encourage more reading.

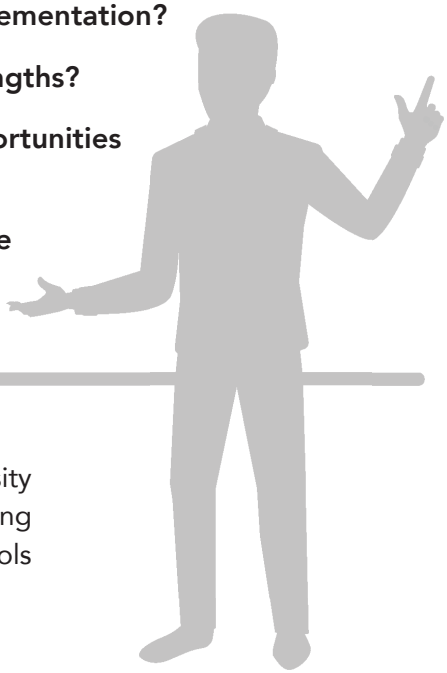
Teams use capacity-building learning walks within and across learning communities to watch instruction unfold in real time. Once again, the team identifies a common challenge in advance of the learning walk. Observers are assigned one of three tasks:



After visiting three classrooms, members debrief on patterns witnessed in each category, then visit three more classrooms. The role of each member changes to another task and the entire process is repeated. The cycle is then repeated a third time so that the result is nine classroom visits, three short debriefing sessions, and an opportunity for each member to have experienced each task. The team then debriefs the entire experience, using guiding questions to frame the discussion:

Learning Walks Debriefing

- **What conclusions can we reach about implementation?**
- **What conclusions can we reach about strengths?**
- **What conclusions can we reach about opportunities for growth as a team?**
- **How might we refine this process for future capacity-building learning walks?**



Learning walks are an embodiment of the professional generosity of high-functioning teams. Their contribution to trust building and collective teacher efficacy make them indispensable tools for any professional learning community.

Microteaching

Microteaching is a teacher-directed coaching process that uses video recording as a launching point for discussion. A volunteer teacher identifies a teaching practice for analysis, records himself utilizing the technique, then views the video on his own. The teacher identifies a segment to bring to his PLC+ team, explains the context, and identifies the questions he would like to address. The entire team watches the segment, and after viewing poses any clarifying questions. The discussion that follows is crucial, both for what it is and what it is not, as the team poses questions intended to mediate the teacher's thinking. Examples of such mediating questions include:

Example Questions



- In what ways did the lesson you planned differ from the lesson you delivered?
- What do you think these students knew and didn't know when they first asked for help?
- What surprised you?
- What would you like to see your students do differently?
- What obstacles did you encounter?
- What next steps will you take to move closer to your goal?

Here's a of microteaching

What Microteaching Is		What Microteaching Is Not
To co-construct content pedagogical knowledge with the team	**Purpose**	To someone else's teaching
Identified by the teacher	**Determination of Focus**	Identified by others
Directs the discussion	**Role of the Teacher**	Listens passively
To ask mediating questions to prompt the thinking of the teacher	**Role of the Other PLC+ Members**	To provide feedback about the quality of the lesson, to offer judgments and personal opinions

Teaching As Inquiry

Inquiry is traditionally considered as a method for student learning, but teaching deserves similar attention. The PLC+ framework creates a space for teachers to engage in inquiry about their practices, through the eyes of colleagues. By doing so, members deepen their expertise and build their individual and collective efficacy. If we intend to accelerate student learning, how can we not talk about teaching?

What Did We Learn Today? Reflecting on Evidence of Learning

By: Karen Flories



Every single one of us is a learner at any and every stage in life. Part of how we navigate that learning is through understanding that reflection is part of the process. One of the ways we continue to grow and improve is taking time to look at what is working and what is not. Reflection can help us learn from our mistakes, help others around us, and even spur great ideas. The power of reflection can be strong, but in order to gain from it there needs to be time for it to occur. Too often, time is limited, yet agendas are full and the opportunity to reflect is missed, which means the opportunity for learning may have been missed as well.

The question, "What did we learn today?" supports creating a space for teachers to take a moment to pause and reflect on the impact of their collaboration and actions. It allows PLC+ collaborative teams to look at evidence of learning, reflect on that aggregated and disaggregated evidence of learning, and then move forward with this evidence in mind. #5 Taking time to discuss what was learned as a result of the evidence analyzed helps PLC+ teams to identify the fruits of their labor whether it was focused on establishing teacher clarity, engaging in an analysis of student data, or identifying the adult learning needs of the team that need to be supported in order to move student learning forward. No matter the focus of the time the PLC spent together, carving out moments to identify takeaways and aha's supports developing the efficacy of the PLC.

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Evidence As A Driver Of Collective Efficacy

John Hattie's Visible Learning research has captured the profound impact collective efficacy can have on student achievement. However, efficacy has to move beyond just possessing the belief that all students can learn and the adults in the system have the capacity to make it happen. Evidence of impact needs to be partnered with beliefs so teachers can evaluate the impact of instruction on student learning. The question, "what did we learn today?" invites PLC+ teams to use evidence explored to identify which learners made gains and which learners did not. It centers discussions on impact and allows teams to see whether their instructional practices are having the desired outcomes on student learning. In addition, evidence analysis offers insight into how students approach learning tasks and can help to identify strategies that will complement the learning needs of students so they can master targeted objectives.

Evidence of impact needs to be partnered with beliefs so teachers can evaluate the impact of instructio on student learning.

One of the most powerful ways teams can develop collective efficacy is through mastery learning experiences. It is crucial that teams experience small and quick wins as this sends the message that the tasks they are holding themselves accountable to are achievable. At the same time, mastery learning experiences support the team's intrinsic drive and motivation to take on more as they move forward. Building in time for PLC's to engage in a reflection focused on what was learned allows teachers to highlight successes connected to learning as a result of the time they spent together. Even if those successes were uncovering a new common challenge or discovering adult learning needs, any insight gained as a result of the work the team engaged in is a celebration and should be treated as such.

Reflection Through The Lens Of Progress And Achievement

Part of a PLC+ team's reflection on what was learned comes from looking at how students have progressed in their learning as well as where they are against academic grade level readiness. One of the ways teams can examine progress and achievement is through the use of an effect size calculator. Effect size measures order of magnitude. It can be similarly compared to a Richter scale for earthquakes. Effect sizes can be used to create a scatter plot to provide teams with a visual that helps identify why some students are not making progress and act quickly to support it. To calculate an effect size you need pre and post assessment data that measure the same skills. These discussion questions can support teams in using effect size information: [#6]

Getting to the Effect Size



What is the **overall impact** of the unit? Is it sufficient, or do we need to make changes?

What changes did we **implement** during the course of the unit? What impact did those changes have?

Which students had **negative growth**? Why do we think that is? What do we need to do about it?

Which students had **minimal growth**? Why do we think that is? What do we need to do about it?

Which students had **exceptional growth**? Why do we think that is? What do we need to do about it?

In addition to the benefits of calculating effect sizes to examine student progress and achievement, there are many other benefits as well:

Growth is a celebration.

There are a lot of students who show tremendous growth before they catch up with their achievement. Coupling growth and achievement allows teachers opportunities to see the impact they are having on moving learners forward. While the goal is for all students to meet grade level learning objectives, teachers need to celebrate the progress their students are making as a result of the actions they have taken.

PLC+ teams need to have a constant focus on equity.

Looking at the progress and achievement of all learners supports PLC+ teams in maintaining that focus. Analyzing which students are high achievement and high progress, low achievement and high progress, high achievement and low progress, and low achievement and low progress can present trends that PLC+ teams can respond to.

Evidence of student learning is feedback of impact.

Examining progress and achievement provides teachers with direct feedback of the impact their instructional decisions are having on student learning. As a result of the feedback, teachers are able to adapt their teaching so that all students are able to achieve their learning goals.

Reflection As A Non-Negotiable

The strength that can be created through the power of a PLC+ team's reflection on learning is too valuable to be absent. Collective commitments to reflection will ensure it is a practice that becomes commonplace.

What Difference Does Your PLC Make in Learning for All Students?

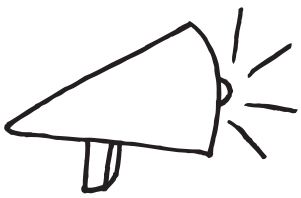
By: Dave Nagel



We know that when teachers come together and effectively collaborate and learn from each other about the best ways to move their students' learning forward, achievement gains are likely to follow. We also know that this is easier said than done. There are many roadblocks that can hamper a PLC team's ability to collectively impact their own learning as well as the learning of their students.

Roadblock: Existing as a track team

One of these roadblocks facing PLCs in any school is teams that act as a group of individuals not interdependent on one another. An accurate metaphor for many teams is they exist like a track and field team. Individuals focus on their specific area and while they unite at the very end to combine their points, they really have little to no impact on the success of each other. Let's face it, no matter how hard the shot putter cheers and claps, he or she cannot help the long-distance runner. Unfortunately, this is how many PLC teams live. Teams gather together to meet, bring their data for their individual students, tally the total number of students that are proficient or below, and set goals based on this group total. Far too often these goals are established against an arbitrary predetermined percentage of expected proficiency and do not take into account the growth and progress students have made or haven't made. Thus, teams are less likely to be able to monitor their true collective impact on the learning of all of their students. This is far from what we believe is the true purpose professional learning communities.



Solution: Monitor Individual and Collective Impact

The fifth guiding question in the PLC+ framework, "Who benefited, who did not?" provides teams with an opportunity to focus on their individual and collective impact on the learning and progress of all of their students. A way to do this is by conducting an equity audit.



Equity Audits

When PLC teams assess the collective impact they are having with all of their students, they can much better determine if any students are being underserved. Also, in doing so, they can identify any bright spots and gems of success to replicate. Examining the collective impact on student learning begins with doing so from an individual lens. Teachers first separately determine the growth and achievement their students have made from a pre– to post–assessment. The following example highlights a subset of students from an individual teacher to provide them an opportunity to see the growth and achievement their students made from the pre– to post–assessment for a current unit of study. Thirty was the highest score on both assessments, with 26 being the level of mastery the team determined.

Student	Pre-assessment Score	Post-assessment Score	Mastery	Growth	Equity Consideration Socio Economic Status
Jill	19/30	22/30	No	No	FRL
Latrice	12/30	23/30	No	Yes	
Juan	17/30	25/30	No	Yes	FRL
Steve	27/30	26/30	Yes	No	
Jacoby	16/30	29/30	Yes		FRL
Maria	7/30	12/30	No	No	

*FRL= Free / Reduced Lunch Status

It's critically important for individual teachers and PLC teams to monitor both achievement and the growth their students are making. A simple method is using the progress and achievement matrix (See table 1). In this second step of equity audits, teachers plot out where their students fared based on both their level of mastery/achievement as well as their progress over the course of the unit or period of instruction. Teachers can then have a visual of the overall impact they are having on all of their students.

The final step in the equity audit process is for PLC teams to combine their collective evidence to have a better picture of the collective impact they are having as a team. Teams can now "Dig deeper to uncover any patterns of inequality by using questions to reexamine their data to shed light on any possible patterns."[#7] The following questions can drive understanding for the team where gaps may exist with certain groups of students as well as what some of the reasons may be:

Dig Deeper Questions

Do the learners within each quadrant have similar attendance habits? Are there any challenges with **truancy or tardiness**?

Have we elicited student voice to **determine** how our learners explicit or implicit interests in reading are corresponding to the quadrants they are in?

Can we see **any disparities** in the distribution of males and females across the quadrants?

Are children in poverty showing differential levels of achievement and or growth? What is the **distribution of races** across the quadrants?

How does the **ethnic makeup** of the grade level show up in each quadrant?

Do students with an **identified disability** progress and achieve in this classroom and grade level?

Are children learning English as a **subsequent language** showing differential levels of achievement and/or growth?

PLC teams can use these questions to drive their dialogue and determine if any learning gaps exist within any specific groups of students. Conducting equity audit periodically throughout the school year allows teams to do so. Identifying which students are benefiting and which students are not from the collective instructional efforts is a moral imperative of PLC teams.

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7. Fisher, D., Frey, N., Almarode, J., Flories, K., Nagel, D. (2019). The PLC+ Playbook, Grades K-12: A Hands-On Guide to Collectively Improving Student Learning. Thousand Oaks, CA: Corwin Press, 139

conclusion

PLC's with a purpose

5 Essential Questions: A Guide to Developing a High-Functioning PLC offers a detailed collective of the key questions and strategies for successfully implementing PLC+. While maintaining student learning at the forefront of PLC structure, PLC+ examines the role of the educator and immerses them into the cycle of learning through inquiry. Educators can utilize this framework to finetune their instructional skills as they relate to individual and collective efficacy, expectations, and equity, all while activating their own learning. The needs of instructors can be assessed when teams participate in intentional discussion, collaborative reflection, and thus are able to examine their impact on learners.

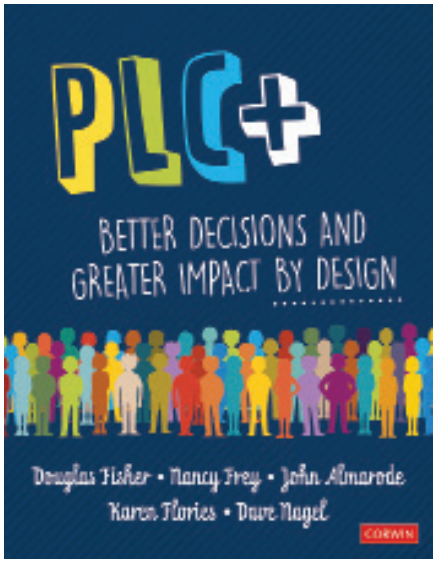
Full Circle Impact

PLC+ revitalizes the traditional structure of a PLC, remaining cognizant of the impact that teacher learning has on student learning and outcomes. Over the course of the learning sessions, instructors should begin to ask and answer five fundamental questions: where are we going, where are we now, how do we move learning forward, who benefited and who did not? During this ongoing journey of analysis, teams of educational leaders will find the tools they need to develop a stronger foundation, collect and apply data, design plans to further promote student and educator achievement, and build efficacy to become better equipped educators with greater credibility to foster successful learners.

Dive deeper with our professional learning strategies surrounding Corwin's PLC+, developed by Dough Fischer and Nancy Frey.

Learn More at **corwin.com/plc**

The PLC+ Books



PLC+

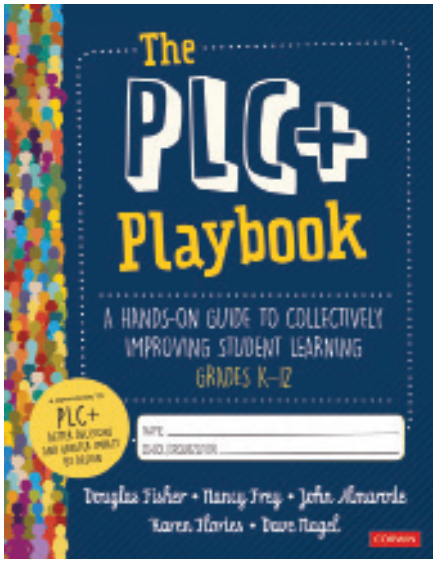
Better Decisions and Greater Impact by Design

What's this book about?

- Provides a brief history of PLCs
- Introduces the PLC+ framework questions and crosscutting themes
- Shows the PLC+ in action in various settings

When do I need this book?

- You want to understand the purpose of PLCs
- You want to learn a new framework for effective PLCs
- You want to reinvigorate and increase the impact of your existing PLC



The PLC+ Playbook

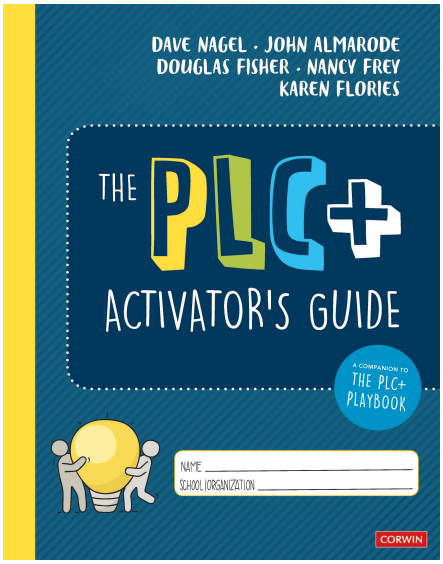
A Hands-On Guide to Collectively Improving Student Learning

What's this book about?

- Provides a practical, hands-on guide to implementing the full PLC+ cycle
- Guides PLC+ group members through 22 modules as they answer the five guiding questions and focus on the four crosscutting themes
- Offers modules comprising an array of tools that support implementation of the PLC+ framework

When do I need this book?

- You want to plan and implement the PLC+ framework in collaborative settings
- You want to implement the PLC+ model step by step in your own PLC



The PLC+ Facilitation and Activator's Guide

What's this book about?

- Provides guidance for the PLC+ team activators

When do I need this book?

- You are a PLC+ activator and want to do the best possible job for your group
- You are an activator and want to pre-plan the implementation of your PLC+
- You need help to guide the group in overcoming obstacles or having difficult conversations

Learn more at corwin.com/PLCbooks

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