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CORWIN

# Thank you

**FOR YOUR INTEREST IN CORWIN** 

Please enjoy this complimentary excerpt from *PLC+*: Better Decisions and Greater Impact by Design. In this excerpt, the authors discuss their hope for the PLC+ model and what they see as the future of PLCs.

LEARN MORE about this title, including Features, Table of Contents and Reviews.



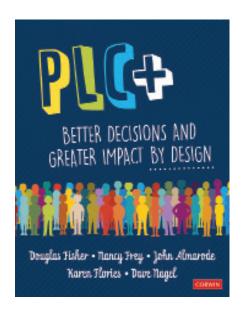
# THE HOPE FOR THE PLC+

First, it is our hope that the PLC+ model *exemplifies* the collective nature of teachers working together to talk about teaching and learning and then taking action as a result of those discussions. These discussions should center on practices we know strongly impact the growth and achievement of students, as well as the strategies needed to support them, so that we develop a level of automaticity, and these practices eventually become part of every teacher's day-to-day practice. We want to create classrooms and schools where collaboration and collaborative expertise permeate the culture and climate. Second, we hope that the PLC+ framework exposes the *learning* component of the PLC and moves beyond a platform where teachers only share information. Teachers not only need to capitalize on their collective capacity, they also need to afford themselves the opportunity to be learners. And that learning should align directly to the learning needs identified in their students.

There is a moral imperative for a PLC+ to ensure all students—and that means each student—are learning and growing. Teams, and individual teachers, must have expectations for all students that are high and rigorous. Equity demands that we recognize all learners and the contributions they bring to the classroom, and that they are guaranteed the opportunity to learn in an environment that is safe and accessible, builds on their current funds of knowledge, and embraces the diversity within the classroom. Whether the diversity in a classroom is based on race, readiness levels, socioeconomic status, or other factors, none of these can be used as a barrier to separate the classroom community or the learners who are in the classroom. Thus, last, we hope that this framework creates an embracement of mutual dialogue and respect for all of the learners served, one where implicit biases are identified and discussed and can transform our thinking and behavior so we become critically conscious and culturally competent. When we accomplish these things, our ability to impact the educational trajectories of our students—and even their life trajectories—will be limitless. This focus on teaching is also a plus. But the plus is you.



# The PLC+ Books



# PLC+

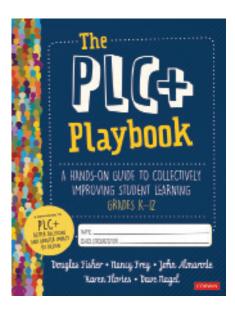
Better Decisions and Greater Impact by Design

# 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

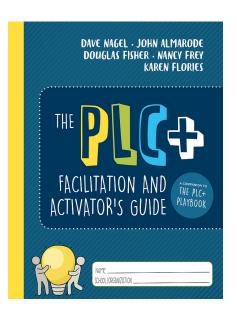
A Hands-On Guide to Collectively Improving Student Learning

# 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

