

The PLC+ Playbook

A HANDS-ON GUIDE TO COLLECTIVELY
IMPROVING STUDENT LEARNING
GRADES K-12

A COMPANION TO
PLC+
BETTER DECISIONS
AND GREATER IMPACT
BY DESIGN

NAME _____
SCHOOL/ORGANIZATION _____

Douglas Fisher • Nancy Frey • John Almarode
Karen Flories • Dave Nagel

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Thank you

FOR YOUR
INTEREST IN
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Please enjoy this complimentary excerpt from *The PLC+ Playbook* by Douglas Fisher, Nancy Frey, John Almarode, Karen Flories, and Dave Nagel. This module focuses on the significant role that you as the teacher have on student learning and highlights the key components of teaching that strengthen the collective efficacy and credibility of your PLC+.

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

Module 3

ON YOUR OWN

The Plus Is You



PUT THE PLAYBOOK TO WORK FOR YOU

This module of the PLC+ Playbook focuses on the significant role that you as the teacher have on student learning. PLC models in the past have concentrated heavily on student learning but have not focused equally on the need for teacher learning. Therefore, this module will highlight key components of teaching that strengthen the collective efficacy and credibility of your PLC+.

This module should be completed individually by you before your team meets again to share individual insights collectively. The purpose of this module is to frame a way for you to reflect on your strengths, professional identity, and goals. You will have the opportunity to share with your colleagues later. A high-performing team is more than the sum of its parts. Each member brings unique experiences and perspectives that can contribute positively to the work of the collective. That said, it is important that each team member has an awareness of self.



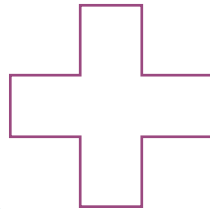
◀ **VIDEO 4: MODULE 3 INTRODUCTION**
resources.corwin.com/plcplaybook

YOUR INDIVIDUAL IDENTITY

The plus in the PLC+ framework is YOU! You are a vital component in the equation needed for your students' success. Take a moment and reflect on who you are as an educator and what your role means to you. In the spaces below, capture words, phrases, or pictures that recognize the "plus" about who you are as a teacher. There are questions to help prompt your thinking, but anything you come up with can go in your plus. It's about YOU!

Why did you become an educator?

What makes you a great teacher?

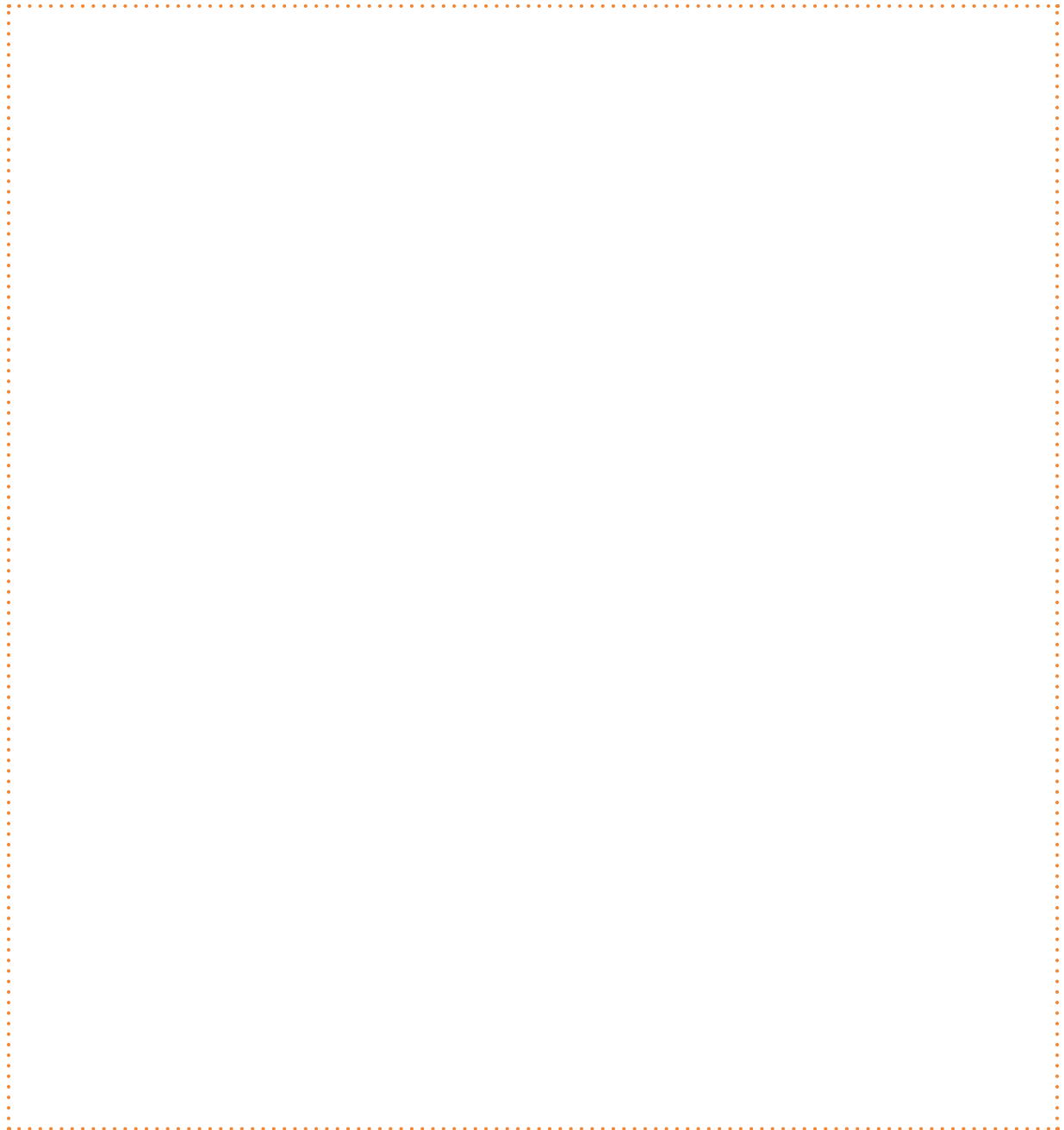


What is your hope for your students?

What goals do you have for yourself as an educator?

TEACHER CREDIBILITY

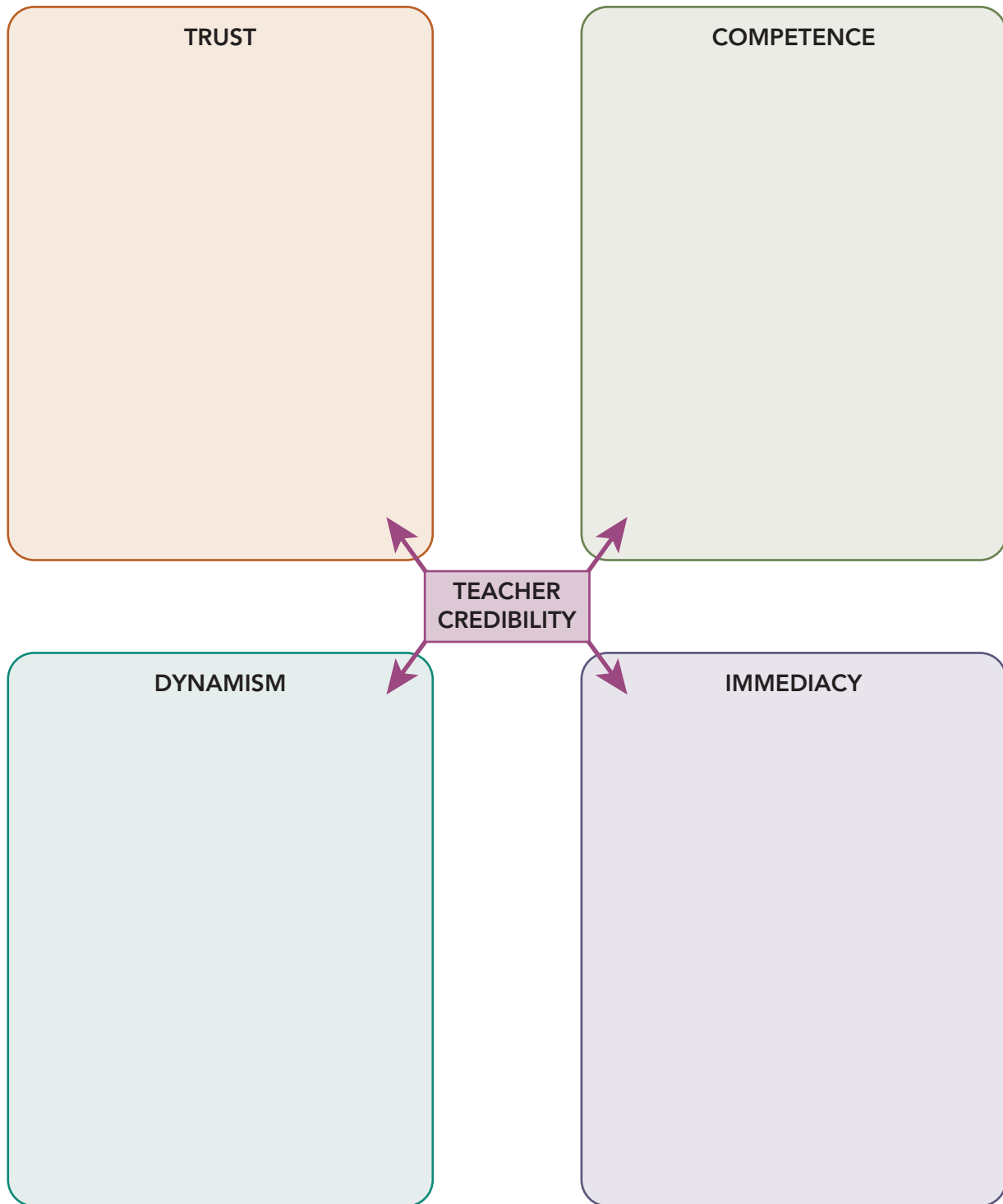
You reflected on who you are as a teacher. How would your students respond to the following question: *How would you describe your teacher?*



Teacher credibility, defined as the belief students have that they will learn from you, has a powerful impact on learning, with an effect size of 0.90 (Hattie, 2012). Teachers with a high degree of teacher credibility project competence, are dynamic in their delivery, convey trust, and are responsive to students. Read pages 15–17 of the companion book *PLC+: Better Decisions and Greater Impact by Design* on teacher credibility, and complete the activity that follows.

SAY IT IN 10 WORDS OR FEWER!

- Refer to pages 15–17 in Chapter 1 of *PLC+: Better Decisions and Greater Impact by Design* that talk about each characteristic of teacher credibility.
- Capture the essence of each characteristic in 10 words or fewer.



TEACHER CREDIBILITY AND ITS INTERSECTION WITH CROSSCUTTING VALUES

The values woven into the fabric of a PLC+ are evidenced in the actions we take, the decisions we make, and language of learning we use with students and colleagues. Teacher credibility is influenced by the crosscutting values of equity, high expectations, individual and collective efficacy, and activation.

EVIDENCE WITH STUDENTS	I ENHANCE MY TEACHER CREDIBILITY WHEN I . . .	EVIDENCE WITH COLLEAGUES
	Address equity	
	Establish high expectations	
	Build efficacy	
	Activate learning for myself and others	

(Continued)

(Continued)

WAYS I CAN STRENGTHEN MY CREDIBILITY WITH STUDENTS THIS SCHOOL YEAR

WAYS I CAN STRENGTHEN MY CREDIBILITY WITH COLLEAGUES THIS SCHOOL YEAR



TEACHER SELF-EFFICACY

The collective efficacy of a team is derived from the individual efficacy of its members. In turn, the collective efficacy of the team positively influences one's individual sense of efficacy. This doesn't mean that each individual must believe that he or she is an expert about a particular topic. Rather, individual teacher efficacy is fostered by one's sense of self-capability. Highly self-efficacious teachers persist, are willing to employ multiple strategies to assist learners, and have warm positive interactions with students. Read pages 17–20 of *PLC+: Better Decisions and Greater Impact by Design* on teacher self-efficacy, and complete the activity below. Capture the essence of each factor by identifying one key word and one key phrase for each one.

<h3>EXPERIENCES OF MASTERY</h3>	<h3>MODELING</h3>
<h3>SOCIAL PERSUASION</h3>	<h3>PHYSIOLOGICAL FACTORS</h3>

What have you noticed about your own sense of self-efficacy? What experiences have you had that have contributed to your sense of self-efficacy? What experiences have lowered it?

<h3>EXPERIENCES THAT BUILD MY SELF-EFFICACY</h3> <ul style="list-style-type: none">•••	<h3>EXPERIENCES THAT LOWER MY SELF-EFFICACY</h3> <ul style="list-style-type: none">•••
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TEACHER SELF-EFFICACY AND ITS INTERSECTION WITH CROSSCUTTING VALUES

The actions we take, the decisions we make, and language of learning we use with students and colleagues reflect the values woven into the fabric of a PLC+. Teacher self-efficacy is influenced by the crosscutting values of equity, high expectations, individual and collective efficacy, and activation.

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WAYS I CAN STRENGTHEN MY SELF-EFFICACY IN MY INTERACTIONS WITH STUDENTS
THIS SCHOOL YEAR

WAYS I CAN STRENGTHEN MY SELF-EFFICACY IN MY INTERACTIONS WITH COLLEAGUES
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