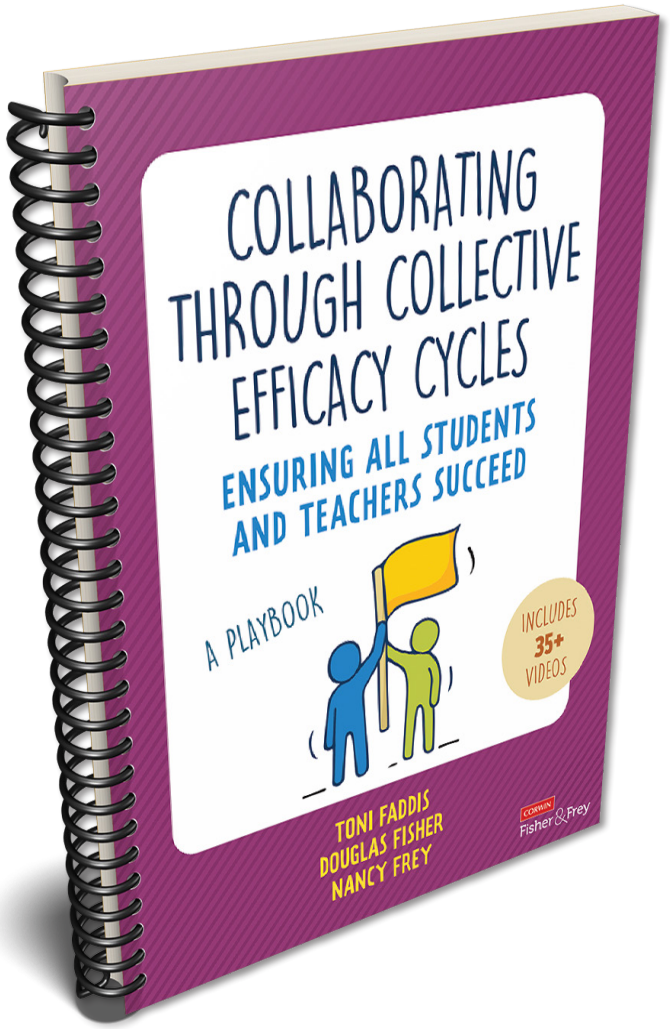

Thank you

FOR YOUR INTEREST IN CORWIN

Please enjoy this complimentary excerpt from Collaborating Through Collective Efficacy Cycles.

LEARN MORE about this title!

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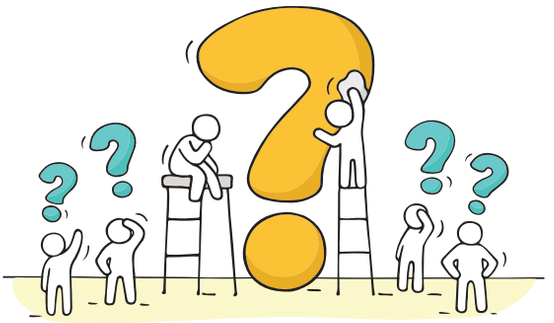

PLC+ Framework Guiding Questions

1. **Where are we going?**
2. **Where are we now?**
3. **How do we move learning forward?**
4. **What did we learn today?**
5. **Who benefited and who did not benefit?**

This playbook highlights the value of question 4: *What did we learn today?* While promoting student learning and well-being is our shared purpose, this playbook focuses on *adults'* ongoing learning and deepening expertise as professional educators. In schools where there isn't a shared commitment to adult learning, teachers often "turn inward, relying only on their own experience" (Bird & Little, 1986, p. 495). Research indicates that teaching is not a static profession; rather, effective instruction "requires a solid and continuing education for educators" (Joyce & Calhoun, 2015, p. 43).

How a Collective Efficacy Cycle Fits Within the PLC+ Framework

The Collective Efficacy Cycle is designed to correspond to the five PLC+ questions; teams use their existing knowledge to focus on addressing a common challenge. There is no need for existing PLC+ teams to learn a different structure. For teachers new to the PLC+ process, each of the five guiding questions is detailed in *PLC+: Better Decisions and Greater Impact by Design* (Fisher et al., 2020). The Collective Efficacy Cycle described in this book offers teacher teams an established process that can be used repeatedly; the content changes, but the process doesn't.

Figure 0.1 draws connections between the five PLC+ guiding questions and the Collective Efficacy Cycle.

FIGURE 0.1 CROSSWALK BETWEEN THE PLC+ FRAMEWORK AND THE COLLECTIVE EFFICACY CYCLE

PLC+ FRAMEWORK	COLLECTIVE EFFICACY CYCLE
Question 1: Where are we going?	• Forming a PLC+ team • Co-developing a Collective Efficacy Cycle
Question 2: Where are we now?	• Using formative information to determine student needs • Identifying the common challenge
Question 3: How do we move learning forward?	• Selecting an evidence-based strategy • Learning about the strategy
Question 4: What did we learn today?	• Implementing the strategy • Opening up practice through peer observations • Providing peer-to-peer feedback • Coaching colleagues • Reflecting on results
Question 5: Who benefited and who did not benefit?	• Making adjustments that lead to improved student outcomes • Validations and celebrations

The Collective Efficacy Cycle offers a way for teachers and schools to shift from isolated professional development events to creating cultures where professional learning is expected, received, and valued. While there have been many advances in the field of education, including the meta-analyses that determined 322 influences on student learning (Hattie, 2021), many innovative practices have not yet found their way to classrooms. Often, schools use professional development strategies and plans that have grown stale. This is unfortunate for both students and teachers, as students may be missing out on high-quality instruction and teachers may be missing out on professional learning experiences that could be energizing to their careers.

Additionally, it's important that all educators, including those who write educational policy, recognize the importance and value of teacher leadership. If teachers are

left out of the school improvement equation and are solely relegated to their classrooms with a set of directions to follow, many student achievement goals may not be realized. We will continue to fail too many of our students. Since teaching and learning are dynamic, it's essential that teachers are highly involved in all aspects of strengthening schools: strategic planning using evidence-based practices, implementation, and assessment of student learning.

A VISUAL SCHEDULE

The Collective Efficacy Cycle is conceptualized through a visual schedule that provides a road map of the cycle and serves to keep oriented to the common challenge.

An example of a Collective Efficacy Cycle in fourth-grade mathematics is presented in Figure 0.2. Note that each square in the schedule isn't completed; it's not necessary, or possible, for teams to complete every square. Instead, use the schedule as a map to provide structure for the cycle. Teams are encouraged to begin with a blank visual schedule and display it publicly. This supports team accountability but also signals to the school community what the team is learning about. Others will be interested in the cycle, which promotes another opportunity for collective efficacy to develop.

TONI EXPLAINS HOW THE VISUAL SCHEDULE IS USED
resources.corwin.com/collectiveefficacy

NOTES

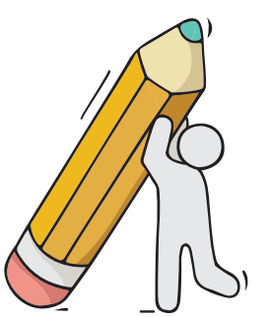

FIGURE 0.2 COLLECTIVE EFFICACY CYCLE VISUAL SCHEDULE EXAMPLE

Common Challenge: Relying on algorithms/tools to solve math problems

Evidence-Based Strategy: Student-led questioning

CYCLE # 1 DATE SPAN:	COMMON CHALLENGE Dialogue about student learning needs	BUILDING KNOWLEDGE Professional learning for staff to implement an evidence-based practice	SAFE PRACTICE Educators experiment with the new practice in a low-risk environment	PROFESSIONAL READING Teachers receive professional articles relevant to the practice being learned	OPENING UP PRACTICE Educators observe each other and engage in structured reflections and feedback	MONITORING, MODIFYING, AND CELEBRATING Educators engage in learning walks during and after school to discuss student learning	NEXT STEPS Teachers review evidence of student learning and determine next steps
Week 1: 9/7	Dialogue						
Week 2: 9/14		9/14 telling vs. facilitating		9/14–9/25 Chapter 2, *Number Talks,* pp. 38–54			
Week 3: 9/21		9/21 making S's thinking public	9/21–9/25				9/21 sentence starters, chart
Week 4: 9/28	Dialogue	9/28 small group number talks, scaffolds	9/28–10/2	9/28–10/2 Chapter 2, *Number Talks*, pp. 55–59			

(Continued)

FIGURE 0.2 (CONTINUED)

Common Challenge: Relying on algorithms/tools to solve math problems

Evidence-Based Strategy: Student-led questioning

CYCLE # 1 DATE SPAN:	COMMON CHALLENGE Dialogue about student learning needs	BUILDING KNOWLEDGE Professional learning for staff to implement an evidence-based practice	SAFE PRACTICE Educators experiment with the new practice in a low-risk environment	PROFESSIONAL READING Teachers receive professional articles relevant to the practice being learned	OPENING UP PRACTICE Educators observe each other and engage in structured reflections and feedback	MONITORING, MODIFYING, AND CELEBRATING Educators engage in learning walks during and after school to discuss student learning	NEXT STEPS Teachers review evidence of student learning and determine next steps
Week 5: 10/5		10/25 small group number talks, scaffolds	10/5–10/9				
Week 6: 10/12					10/12–10/16 triad obs.	10/16 ghost visit: chart	
Week 7: 10/19	Dialogue				10/19–10/2 triad obs.	10/23 guided visit: chart, questioning	10/19 review recordings
Week 8: 10/26	Dialogue						10/26 review recordings

Source: Adapted from Chula Vista Elementary School District, 2018.