

PLC+

Proposal for Services Presented to Arkansas Department of Education



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Professional Learning Development Plan

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Section 1

The Learning

From its inception, PLCs have focused solely on student outcomes; that is, what students are – or in many cases, are not – learning. While this focus is vital to the PLC work, what about the examination of the teacher role? Especially as it relates to decision-making in the context of **individual and collective efficacy, expectations, equity, and the activation of their own learning**. In order to see the best outcomes, there needs to be a dual focus on both student and teachers' professional learning.

Just as any professional practice evaluates their procedures and adjusts their processes based on the analysis of results, PLCs need to examine instruction and inquire, *what worked? What didn't work? And why?* So, how do prevailing PLCs revitalize their purpose to have an intentional focus on the teacher – empowering him or her to take control over his or her own learning, while simultaneously building towards collective efficacy with his or her team? **The answer is PLC+.**

The Approach

PLC+ provides a comprehensive method of engaging educators in a cycle of learning through inquiry. This practical and evidence-based framework supports:

- **Planning and implementation of student learning**
- **Teacher professional learning**
- **Cycles of assessment and reflection**
- **Monitoring collaborative impact on student learning**

Therefore, the plus in PLC+, is the teacher—an intentional decision aimed to increase professional *and* student learning. Just as teachers work to identify the learning needs of their students, PLCs must effectively identify the learning needs of their teachers. This is achieved through **intentional discussion, collaborative reflection, and examination of impact**.

The PLC+ framework is reflected in five guiding questions and four cross-cutting values that prepares teachers to keep student learning at the center of all their classroom practices. This focus on student learning and outcomes happens in tandem with thoughtful, purposeful efforts intended to elevate teachers' individual and collective efficacy. This shift in focus to teachers allows them to take agency over their own learning, while simultaneously facilitating successful student learning outcomes, not by chance, but by *design*.

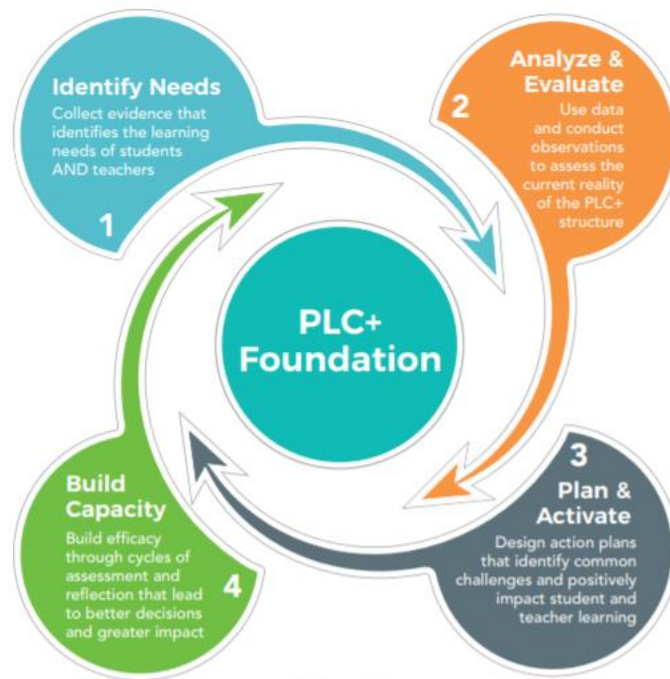
Below are the **five guiding questions** that participants seek to answer throughout their learning sessions and **four cross-cutting values** that underlie the PLC+ framework:

Four Cross-Cutting Values	Five Essential Questions
Individual and Collective Efficacy Expectations Activation Equity	Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did not?

The Implementation

Just as teachers work to identify the learning needs of their students, PLCs must effectively identify the learning needs of their teachers. With the **PLC+ Cycle of Continuous Improvement**, identification is achieved through intentional discussion, collaborative reflection, and examination of impact.

PLC+ empowers educators to take control over their own learning and assess their impact on instructional practices. This allows team members to constantly evaluate their effectiveness of the PLC+ team and remain in a loop of building capacity.



In the Evidence for Action Day, participants engage in hands-on activities aimed at increasing their understanding of the most effective elements of successful PLCs. Time is also allowed for collecting evidence in support of building your framework for an effective PLC+ model.

Additionally, participants learn more about collective efficacy with a self-assessment. They will also use the data collected from the Evidence for Action Day to determine a common challenge and participate in a collective efficacy cycle.

When participants reach the Implementation Days, they begin to build action plans based on information gathered during the Evidence for Action Day. The PLC+ team will explore and employ strategies to construct a model learning environment while building upon their current skillset for measuring their impact.

The material and learning modules embedded in this live professional learning series will allow educators to immerse themselves into the cycle of learning through inquiry. While keeping student achievement at the forefront of PLC+ structure, educators too must identify their own learning needs in relation to their students.

Section 2

The Opportunity

Corwin proposes to bring a series of high-quality, engaging professional development workshops and supportive resources to meet the goals of The Arkansas Department of Education, providing a vehicle for maximum impact on student achievement and deep learning.

Recommendations

The most effective learning takes place by design, not by chance. That's why Corwin's professional learning services are tailored to address the needs of all learners: students, teachers, and leaders.

Our comprehensive professional learning services focus on four key areas:

- **Learning:** To what extent do learners intentionally think and act in ways that demonstrate that they know how to learn?
- **Teaching:** To what extent do teachers intentionally think and act to make learning visible so that learners come to see themselves as their own teachers?
- **Leading:** To what extent do school leaders intentionally think and act to build teacher expertise, foster individual and collective efficacy, and create environments in which learning and learners are the focus?
- **Equity, Identities, and Belonging:** To what extent do learners, leaders, teachers, and the school community create a culture of trust and collaboration and intentionally think and act in ways that promote equity, identities, and belonging for all?

These services are supported by years of research and are customizable and tailored to your school or district's goals and needs.

Our Service Offerings

For our professional learning services, we offer a range of service types to take educators from surface to deep to transfer levels of understanding and support educators in incorporating new knowledge and skills into their daily practice.

- **Strategic planning days:** Strategic planning days allow district leadership teams to align new initiatives to existing plans; plan content and ensure alignment to local standards
- **Workshops:** Workshops provide educators opportunities to acquire and apply new knowledge and skills by engaging, practicing, and modeling key concepts.
- **Implementation days:** Services such as curriculum meetings, guided classroom visits, data analysis, and leadership coaching allow consultants and educators to collaborate in small groups to put strategies into action.
- **Coaching days:** Examples may include consultants observing educators teaching and learning in real time, providing targeted feedback, working through the planning and implementation process, and problem solving.
- **Client certifications:** Certifications equip district staff with the knowledge and techniques to deliver practical training in their school system or organization.

Our Delivery Modalities

As part of our commitment to delivering highly customized professional learning, we offer hybrid models of delivery that combine virtual and in-person experiences. This allows client schools and districts to not only create a learning journey that meets the needs of individual buildings and educators, but also creates opportunities that a single-delivery mode is unable to offer.

- **Sustain learning** through live virtual sessions with Corwin consultants between in-person sessions.
- **Support adult differentiated learning** by providing greater choice for time, place, path, content, or pace of learning through digital learning platforms.
- **Take advantage of creative scheduling** by breaking up professional learning into smaller, more frequent, more digestible chunks rather than committing to full-day workshops.
- **Avoid the need for substitute teachers** by incorporating live virtual professional learning sessions into regular team or departmental meeting times instead of full-day sessions

To realize the shared objectives outlined above, **I recommend the following 8-day series over a period of 2 years:**

1. Foundation Day 1
2. Foundation Day 2
3. Evidence for Action Day
4. Activators Days
5. Collective Teacher Efficacy
6. Customized Implementation Days (5 days)

Workshop Descriptions

PLC+ Foundation Days

2-day workshop

Start your PLC+ journey with two foundational workshops designed for participants to increase their knowledge of PLCs, build understanding about the role that teachers play within PLCs and how that affects successful implementation, and how to evaluate and answer the essential questions associated with the model and outlined previously in this proposal.

Learning intentions

- Understand the PLC+ Framework Essential Questions and cross-cutting values
- Understand the potential impact of PLC+ Implementation
- Understand the process to effectively implement PLC+

Required Corwin resources

- *PLC+: Better Decisions and Greater Impact by Design*
- *The PLC+ Playbook*

Day 1

The first day introduces the PLC framework and begins to explore the essential questions and cross-cutting values.

Success criteria

- Articulate the PLC+ essential questions and cross-cutting themes

- Identify current reality of PLC structure
- Identify tools and resources to implement PLC+
- Begin to design PLC+ structures that positively impact student and teacher learning
- Use PLC+ to drive equity and appropriate expectations for all learners

Day 2

The second day continues examining the remaining Essential Questions and begin to build and action plan for your PLC+.

Success criteria:

- Apply the PLC+ essential questions and cross-cutting themes
- Identify tools and resources to implement PLC+
- Continue to design PLC+ structures that positively impact student and teacher learning
- Use PLC+ to drive equity and appropriate expectations for all learners
- Determine actions to support implementation of PLC+

Evidence for Action Day

1-day workshop

This workshop is designed for participants to take a hands-on approach to the principles of PLC+ through observation, interviews, and modeling. Further, participants will begin collecting evidence to help support the focused efforts of their PLCs.

Learning Intentions:

- Understand the current reality of PLC+ implementation in your school / with specific teams

Success Criteria:

- Determine the current understanding of the PLC+ Framework Essential Questions and cross-cutting themes
- Determine the current reality and level of Implementation of the PLC+ framework in your school with specific teams
- Determine possible next action steps to support continued implementation of the PLC+ framework in your school with specific teams

Required Corwin resources:

- ***PLC+: Better Decisions and Greater Impact by Design***
- ***The PLC+ Playbook***

Developing and Supporting Activators

Focus on the role of Activators to answer the questions: What does my role as an activator look like while doing the work of PLC+? What professional learning do I need to step into the Activator role? How will I use this role and my own professional learning as catalysts to encourage my colleagues to become activators?

Supported with eight sessions presented over two days, plus the opportunity for additional coaching support, participants will

- Get an overview of role of Activators to bring out value of activation
- Develop schedules and structures

- Review the 5 C's – Clarity, Consciousness, Competence, Confidence, and Credibility
- Establish roles and develop team cohesion
- Develop Quality Norms, Protocols, and Routines
- Discuss how to manage adult behaviors and navigate common roadblocks
- Review the 5 Guiding Questions
- Ensure equity is at the forefront of all PLC+

Required Corwin resource: *The PLC+ Activators Guide*

Collective Teacher Efficacy Workshops

Collective teacher efficacy doesn't just happen. It results from a collective mindset and approach, as well as specific actions and environmental conditions. Collective efficacy emerges when teams are empowered to identify a common challenge related to student learning and execute a course of action that results in desired student outcomes. These foundational workshops will help you learn how to identify a common challenge and participate in an efficacy cycle. One challenge tackled together is more likely to result in your desired student outcomes. As a result of your participation, you'll:

- Gain an understanding of the concept of collective teacher efficacy
- Work to identify a common challenge and instructional strategies that meet the challenge
- Design and implement experiences that will result in collective teacher efficacy
- Have the opportunity to deepen your learning with implementation and coaching days

Required Corwin Resource: *Collaborating Through Collective Efficacy Cycles*

PLC+ for Instructional Leaders Workshop

Empower your leadership and inspire your educational team with our PLC+ for Instructional Leaders workshop. Tailored for pioneers in education like principals, vice principals, educational coaches, and school administrators, this workshop offers a blend of inspiring leadership tactics and practical, actionable strategies. Elevate your leadership beyond traditional roles, fueling passion for innovation, and creating a cohesive, collaborative school environment.

When you participate in this professional learning opportunity, you will:

- Discover innovative leadership methods to drive faculty collaboration and student achievement.
- Equip yourself with the tools for making impactful, data-driven decisions.
- Create a plan to actualize your institution's vision for success.

Required Corwin Resource: *PLC+ for Instructional Leaders*

PLC+: Implementation Days

5-day workshop

Implementation Days offer a powerful way to engage with leaders and teachers on how to build the ideal learning environment as well as examining the impact we've made together thus far. These customized days can focus on:

- Coaching effective PLC+ structures
- Activation skill development
- Data analysis through focused protocols
- Leadership support
- Diving deep into the PLC+ Essential Questions

Five Implementation days are always recommended for successful implementation, but the exact number of days needed will be discussed as evidence collected during Evidence for Action Day is reviewed.

Virtual Consulting Recommendations

This sequence of live, synchronous webinars will guide participants through the five guiding questions and four cross-cutting values of the PLC+ framework. Virtual coaching opportunities will be made available to support the implementation process following completion of the professional learning series.

Webinar 1: Introduction to the PLC+ Framework (90 MINUTES)

This session is an introduction to the PLC+ framework. The five guiding questions and four crosscutting features are highlighted so that participants gain a sense of the overall structure of the process. Participants will also explore the history of PLC's, the purpose of PLC's, and structures and characteristics that help PLC's thrive.

Webinar 2: The Plus is YOU! (90 MINUTES)

This session highlights the plus in PLC+. Participants will engage in reflection on where strengths and opportunities exist within current PLC structures as well as develop an understanding and engage in an analysis of individual and collective efficacy and teacher credibility.

Webinar 3: PLC+ #1 Where are we going? (90 MINUTES)

The role of teacher clarity is critical in supporting student achievement and requires teachers knowing what students need to learn and how they will demonstrate that learning. This session will focus on developing learning intentions, success criteria and learning progression with a focus on using this process to ensure equity and appropriate expectations are present for all students.

Webinar 4: PLC+ #2 Where are we now? (90 MINUTES)

Eliciting the right evidence of student learning allows PLC+ teams to develop an understanding of student readiness levels so instructional decisions can be focused and specific. Too often prescriptions for learning occur without appropriate diagnosis. This session will focus on effective evidence collection while exploring how to overcome biases that can exist in evidence collection and analysis.

Webinar 5: PLC+ #3 How do we move learning forward? (90 MINUTES)

We no longer have to ask the question "What works?" in education. The question that we need to ask is "What works best?" This session will take a deep dive into evidence-based teaching practices exploring surface, deep and transfer learning. Participants will also explore supporting the adult learning of the PLC+ through strategies such as learning walks and micro-teaching.

Webinar 6: PLC+ #4 What did we learn today? (90 MINUTES)

This session will focus on the power of reflection and the benefits that come from reflecting on adult learning in your PLC+ as well as overcoming obstacles in powerful reflection. Participants will understand how to incorporate the PLC+ crosscutting values (equity, expectations, individual and collective efficacy and facilitation) to drive the reflection process as they look at student learning through the lens of both progress and achievement.

Webinar 7: PLC+ #5 Who benefited and who did not? (90 MINUTES)

Institutional barriers can occur in our own classrooms through hidden inequities. Seeking to learn more and understand how this impacts teaching and learning is through the process of discovering who is benefitting and who is not and considering multiple factors that impact student learning with your PLC+ team. Examining progress and achievement not only drives reflection but also allows for teams to begin to identify trends that are present in student learning. Participants will learn how to partner student learning alongside an audit of assessment (Equity Audit) to ensure equitable access is present for all learners.

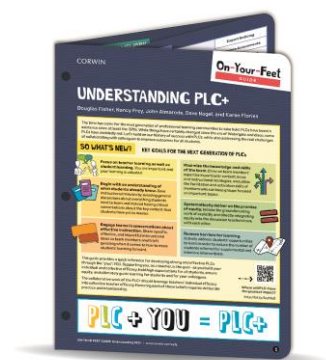
Webinar 8: The Moral Imperative of PLC+ & Action Planning (90 MINUTES)

This final session focuses on the moral imperative of our work and the power that can be harnessed when teachers and leaders work collectively and collaboratively as professional learning communities. Participants will also have an opportunity to process and synthesize the learning that occurred over the course of the PLC+ virtual learning experience and begin to plan next steps towards fostering, nurturing, and sustaining a high impact PLC+.

Additional Recommended Resources

Above I noted the Required Resources for each workshop, but I also recommend the following supporting texts for this body of work:

On-Your-Foot Guide: Understanding PLC+



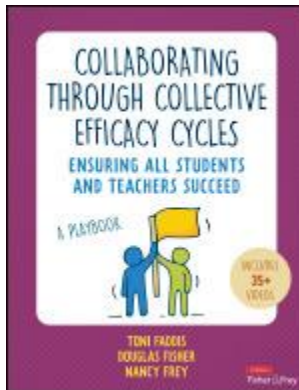
This guide provides a quick reference for developing strong and effective PLCs through the “plus”: YOU. Supporting you, as a teacher, is the goal—as you build your individual and collective efficacy, hold high expectations for all students, ensure equity, and ultimately guide learning for students and for your colleagues. The collaborative work of the PLC+ should leverage teachers’ individual efficacy into collective teacher efficacy. Honoring each of these beliefs requires deliberate practice and intentionality.

On-Your-Foot Guides (OYFGs) provide you with the ultimate “cheat sheet” to implement effective change in your classroom while in the moment of teaching. Designed for accessibility, and providing step-by-step guidance, the OYFGs are written by experts who take research-based practices and make them doable for the busy teacher. Use the On-Your- Foot Guides:

- When you know the “what” but need help with the “how.”
- As a quick reference to support a practice you learned in a PD workshop or book.

- To learn how to implement foundational practices.
- When you want to help your students learn a specific strategy, routine, or approach, but aren't sure how to do it yourself.

Collaborating Through Collective Efficacy Cycles



This playbook demystifies the concept of collective efficacy and empowers teacher teams with the necessary tools to ignite collaborative processes, pool energy and resources, determine their impact, and foster mutual accountability at a schoolwide level. Step by step, the authors guide readers through six modules, leading them through a full cycle and helping set a foundation to systematically cultivate collective efficacy.

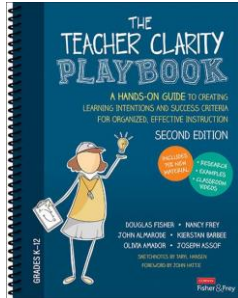
The playbook offers background information, evidence-based research, and practical strategies and tools to help educators:

- Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs and determine a common challenge.
- Plan collectively, implement strategy, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.
- Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.
- Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.

While content changes, this established process can be used repeatedly, offering teacher teams a clear and defined pathway towards personal and professional fulfillment while simultaneously elevating student motivation, well-being, and academic success.

The Teacher Clarity Playbook, Grades K-12, Second Edition

A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction

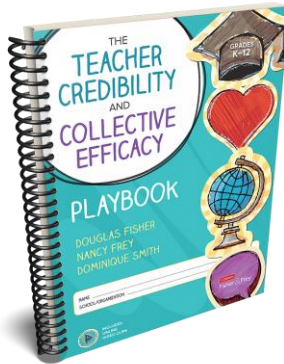


In this fully revised edition, this succinct, smart, and swift, this book's nine learning modules takes you systematically through a process that begins and ends with standards. With abundant and all new examples that span grade levels, planning templates for every step, key professional learning questions, new videos, revised success criteria and relevance sections, and the latest research, you have the most practical planner for designing and delivering highly effective instruction.

- Identifying Concepts and Skills
- Sequencing Learning Progressions
- Elaborating Learning Intentions
- Crafting Success Criteria
- Modifying Learning Intentions to Include Language Expectations
- Determining the Relevance of the Learning
- Designing Assessment Opportunities
- Creating Meaningful Learning Experiences
- Establishing Mastery of Standards

Designed for PLCs or independent teacher use, The Teacher Clarity Playbook helps practitioners align lessons, objectives, and outcomes of learning seamlessly, so that the classroom hours flow productively for everyone. For any teacher striving to be more organized and have stronger relationships with students, this is the book that shows you how.

The Teacher Credibility and Collective Efficacy Playbook, Grades K-12



What's the connection between teacher credibility and collective efficacy in schools? Highly credible teachers can't reach their full potential without engagement in a collective of other teachers. And collective efficacy is difficult to achieve when teachers are not credible with their students.

The Teacher Credibility and Collective Efficacy Playbook illuminates the connection between teacher credibility and collective efficacy and offers actions educators can take to improve both. When you increase your credibility with students, student motivation rises. And when you have evidence of your ability to impact student learning, and partner with other teachers to achieve this, your students learn more. A one-stop resource for educators' intent on improving teacher practice, this powerful guide includes:

- Specific actions teachers can take to become more trustworthy, competent, dynamic, and responsible in the eyes of students, and more confident impacting learning as a member of a team.
- Coaching videos from the authors that outline key concepts, share thinking and experiences, and challenge teachers to take steps to build credibility and collective efficacy.
- Tools for teams to use to polish their collective effectiveness through better communication and problem-solving.

- Reflective writing prompts, pause and ponder tasks, self-assessments, and data collection tools that help teachers grow professionally.

Jumpstart learning and achievement in your classroom and school by increasing your credibility with students and the collective efficacy of the team of educators at your school.

- When you know the “what” but need help with the “how.”
- As a quick reference to support a practice you learned in a PD workshop or book.
- To learn how to implement foundational practices.
- When you want to help your students learn a specific strategy, routine, or approach, but aren’t sure how to do it yourself.

Section 3

Why Corwin?

Corwin is an independently owned company and was founded in 1990 as a division of SAGE Publications. Twenty-eight years ago, Corwin invented a whole new category of publishing—research based, peer reviewed, and ready to use. Since then, we have grown into a global organization, with offices in the United States, Canada and in Australia.

At Corwin, our daily focus is to develop resources and services that help educators realize their impact through sustained professional learning, so that all students learn not by chance, but by design. We partner with industry thought leaders to take what works best in the way of teaching, learning, and research and apply it to professional practice so educators can become better in their profession. Our approach begins with the evidence. Corwin is the only PD provider authorized to use John Hattie’s Visible Learning+ model to guide your team through the process of establishing your baseline data, determining your areas of strength and need, and co-developing a professional learning action plan tailored to your specific objectives.

Developing teaching staff over the course of each academic year with the ultimate objective of improving student outcomes is a goal that can be difficult to meet, much less exceed, given the challenges faced in today’s education environment and the constraints imposed by limited resources. Having the greatest effect on student achievement—and getting to a place where schools are capable of actually calculating the efficacy of their PD efforts—will take more than a traditional approach. What is required is a carefully crafted and intentional strategy supported by three key elements:

- ***A purposeful development of school Culture—a way to integrate academic focus with a strong, positive culture that is rooted in a school’s vision, beliefs, values and mission.***
- ***The educational tools to practice a deep level of Clarity so teachers and students have a shared vision of what success looks like with high standards and expectations for all.***
- ***A way to Collaborate beyond the protocols of a traditional professional learning community and creating a team that is truly dedicated—as a collective—to understanding their impact on student learning by focusing on learning goals, analyzing evidence and taking action.***

Using these cornerstones as a foundation, Corwin solutions provide a roadmap that can be assembled to craft and support a long-range plan for optimal professional development effectiveness.

Your Partnership with Corwin

When you partner with Corwin, you can expect world-class professional learning, superior customer service, and a sustainable PD plan completely tailored to your needs. What makes us different from other professional learning providers?

- **Evidence-based:** Our PD solutions are backed by the latest educational research and have a proven impact on schools and districts across the country.
- **A partnership approach:** Our team of PD advisors will work closely with you to co-construct professional learning pathways that build capacity and support deep implementation.
- **Quality, breadth, and depth:** Our 150+ expert consultants have the knowledge and experience to help you with any PD initiative.
- **A history of success:** For more than 25 years, we have been committed to delivering K–12 professional learning resources that challenge, inform, and inspire.

About the Consultants



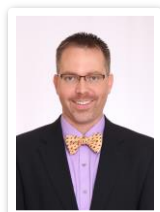
Douglas Fisher

Douglas Fisher, Ph.D., is Professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High. Previously, Doug was an early intervention teacher and elementary school educator. He is the recipient of an International Reading Association William S. Grey citation of merit and an Exemplary Leader award from the Conference on English Leadership of NCTE. He has published numerous articles on teaching and learning as well as books such as *The Teacher Clarity Playbook*, *PLC+*, *Visible Learning for Literacy*, *Comprehension: The Skill, Will, and Thrill of Reading*, *How Tutoring Works*, and most recently, *How Learning Works*. Doug loves being an educator and hopes to share that passion with others.



Nancy Frey

Nancy Frey, Ph.D., is a Professor in Educational Leadership at San Diego State and a teacher leader at Health Sciences High and Middle College. She is a member of the International Literacy Association's Literacy Research Panel. Her published titles include *Visible Learning in Literacy*, *This Is Balanced Literacy*, *Removing Labels*, and *Rebound*. Nancy is a credentialed special educator, reading specialist, and administrator in California and learns from teachers and students every day.



John Almarode

John Almarode, Ph.D., has worked with schools, classrooms, and teachers all over the world, presenting on the application of the science of learning to the classroom, school, and home environments. In addition to his work in PreK-12 schools and classrooms, he is an Associate Professor in the Department of Early, Elementary, and Reading Education, the Co-Director of James Madison University's Center for STEM Education and Outreach, and the Director of the Content Teaching Academy. He was named the 2015 Sara Miller Luck Endowed Professor of Education.



Karen Flories

Karen Flories is currently a full-time professional learning consultant for Corwin. Prior to her current role, Karen served as both Executive Director of Educational Services and Director of Literacy and Social Studies and the for the Valley View School District in IL. She has also held various department- and classroom-level positions, including English, special education, and alternative education.



Dave Nagel

Dave Nagel is currently a full-time professional learning consultant for Corwin. Prior to his current role, Dave served as a middle school teacher, middle school assistant principal, high school associate principal, and director of credit-recovery programs. Dave has over 18 years of successful experience helping schools grow and develop their staff to best meet student needs.



Toni Faddis

Based in Southern California, Toni Faddis, Ed.D. has served as a teacher, principal, and district leader. She teaches courses for teachers and aspiring administrators at San Diego State University and is a certified Professional Learning Consultant with Corwin. Toni is passionate about teaching and learning and tries to learn something new each and every day.

Testimonials

“It was useful for us to talk as a PLC. We processed last year's efforts/successes and took a look at what we've done as a PLC in the past. It helped us consider what we need to do and how to do it better.”— Auburn Washington Unified School District (Topeka, KS)

“My team worked together to think critically about how we teach what we teach and why we teach it that way. We are going to continue to use the strategies taught in today's meeting to keep making our teaching better and more effective for our students.”—Anonymous Client

Next Steps

It has been my pleasure working with you to bring this unique opportunity to learn to your staff. Our next steps are as follows. Let's:

- **Set up a time to review this proposal** to make sure it is exactly what you need to provide to your colleagues and the decision-makers that will be involved in the process.
- **Hold dates with the consultant(s)**, which we should do now to assure that we can provide the work on the dates you need! We don't need to have a signed contract in order to hold dates with a consultant.
- **Make time for an introduction to your Client Engagement Manager, Shawna O'Briant** who will be working with you through the contract process and will be your day-to-day contact to make sure the day goes off without a hitch!
- **Learn more about the services** by visiting our website. Read a case study on how other schools have engaged in this professional learning. Watch a video introducing the research behind the work.

Please contact me at your earliest convenience.

Warm regards,

Star Rodriguez

Star.rodriquez@corwin.com

(805)570-4556

Draft Timeline and Investment Schedule

Timeline	Professional Learning	Consultants	Attendees	INVESTMENT
Year 1	PLC+ School Based Foundation work <ul style="list-style-type: none"> Five days of Professional Learning per Building This Professional Learning can be broken into 90 minute sessions or kept as whole days. 	PLC+ Lead	PLC+ Facilitators	\$7,500 per onsite day* or \$1,625 per 90-minute session
REQUIRED RESOURCES	<ul style="list-style-type: none"> <i>PLC + Better Decisions and Greater Impact by Design</i> - \$27.97 per copy <i>PLC+ Playbook</i> - \$25.17 per copy <i>The PLC+ Activator Playbook</i> - \$20.97 per copy Pricing provided is for 35 copies of each and includes 30% discount 			\$2,593.85
Estimated Shipping and Handling for Resources				\$109.75
TOTAL INVESTMENT				\$TBD (plus S&H)
<p><i>Please note: Copying and distribution of handouts is the client's responsibility. Consultant will hold above date(s) on his/her calendar for 30 days, at which time he/she may need to release the hold for another client. Corwin recommends moving to contract within 30 days, if possible, so as to secure dates on his/her calendar. Any applicable taxes will be included at the time of invoice; tax exempt forms should be included with PO and signed contract. Travel expenses will be reflected in the final contract for any onsite visits. At time of contract, reasonable travel expenses will be invoiced separately following each engagement day. Applicable shipping and handling charges are not included and will be mutually agreed upon for final contract. Resources and books will be invoiced separately from professional development services.</i></p> <p style="text-align: center;"><i>This proposal for services is intended to be a working document and is subject to change through additional conversation and based on client needs.</i></p>				

***Starting rate is \$7,500 and can range up to \$22,500 for Thought Leaders and Thought Authors. Daily rates include travel and expenses.**