

Action Plan PLC Check-in

Scott Wilson, Shayna Pond, Shelby Blackwood, Keiana Cross, Patricia McDaniels-Gomez, Michael Kraus

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Time Frame 210 minutes

Essential Question(s)

How can we ensure high-fidelity implementation and support teachers in using data to inform instruction?

Summary

The PLC Check-In session is designed as a 30-minute PLC-style meeting where supporting staff engage with the teachers who are facilitating an intervention to ensure successful implementation of the plan. This session serves as a fidelity check, providing the structures and space to address questions, collect and document data, and support instructional alignment.

Learning Goals

Confirm lesson implementation, verify TREK data entry, and document at least one instructional question or barrier encountered during the previous week/s

Attachments

- Aha Huh Uh uh—PLC Check-in.docx
- Aha Huh Uh uh—PLC Check-in.pdf
- Check-in Form-PLC Check-in.docx
- Check-in Form-PLC Check-in.pdf
- Leaders Guide-PLC Check-in.docx
- Leaders Guide-PLC Check-in.pdf
- Rose Bud Thorn—PLC Check-in.docx
- Rose Bud Thorn—PLC Check-in.pdf
- SCORE Reflection—PLC Check-in.docx
- SCORE Reflection—PLC Check-in.pdf
- What So What Now What—PLC Check-in.docx
- What So What Now What—PLC Check-in.pdf

Materials

- Leader's Guide
- Check-in Form
- SCORE Reflection
- What? So What? Now What? Reflection
- Aha! Huh? Uh-uh Reflection
- Rose, Bud, and Thorn Reflection

60 minutes

Before

Preparation for Meeting Leaders: Use the **PLC Check-in Leader's Guide** to help guide you during the meeting. Ensure that the leader, note-taker, and timekeeper are assigned, if necessary.

Prior to this meeting the **PLC Check-in form** should be shared with all participating teachers and staff either through a digital form format/system that is part of your school technology ecosystem, a digital document, or paper copies depending on what works best for your group.

60 minutes

During

The assigned leader welcomes the team and reviews the purpose and norms for the meeting.

Suggested Norms:

1. Start and end on time.
2. Arrive with the PLC Check-in form completed.
3. Be fully present, focusing on student learning issues with implementation and instruction.
4. Rotate leadership roles (facilitator, note-taker, timekeeper).

Start the meeting by conducting a quick Round Robin of lesson completion status and PLC Check-in form completion. Then move into a structured reflection strategy from the list below.

In the following section, you will find instructions listed for four strategies that your PLC could use to reflect on and discuss the implementation of your intervention.

You may choose one of these strategies for your group to use consistently. However, if your group meets frequently, consider rotating among the strategies. Varying your approach can help keep reflections fresh and give group members diverse opportunities to process and share their thoughts.

SCORE Reflection

Explain the SCORE Reflection strategy and open a conversation about how the previous activity implementation went.

- **S**trategy: What did you try in the implementation of this activity?
- **C**elebration: Acknowledge the good!
  What good things took place in the rollout of this activity?
- **O**bstacles: Identify any challenges or barriers you faced while implementing the lesson.
  What didn't work? What were the unforeseen issues?
- **R**efinement: Identify practical solutions to issues.
  What might be done differently when you facilitate the next activity?
- **E**xtra Information: Allow time for additional thoughts, feelings, or details that seem important related to facilitating this activity.

Rose, Bud, and Thorn

Go over the procedure and intention of the Rose, Bud, and Thorn strategy and how it will be used to structure the reflection and discussion.

This strategy can be used to get teachers and staff thinking about moments where they and students flourished (rose) and moments that were challenging (thorn) in the past week/s as well as where they see room for further development (bud).

It may be helpful to model a response by sharing your own reflection on the topic. Then, ask participants to spend some time thinking about the topic and write down their rose, bud, and thorn.

Share responses as a whole group. Spend some time brainstorming ways to overcome challenges or thorns that were shared.

What? So What? Now What?

Briefly explain the What? So What? Now What? strategy. Then, have participants share in three rounds their reflections on the following prompts. Listeners can ask clarifying questions if they need to.

In round one, participants answer the "What?" by discussing what they recall about how the activity went in a concise manner. What did they do? What did students do?

In round two, participants answer the "So What?" by articulating why they did this activity the way they did. Why it mattered for the students. Why it went well or not well based on the "what."

In round three, participants answer the "Now What?" by discussing what they learned from how the activity went and what they will do differently next time.

Aha! Huh? Uh uh

Then, introduce the three categories that will frame the Aha! Huh? Uh uh reflection.

- **Aha!:** Moments of insight or clarity that stood out while implementing the activities for the past week/s.
- **Huh?:** Anything about the activity, how students responded, or facilitating that was confusing or unclear.
- **Uh uh:** Things that did not go well that didn't sit well with them, they disagreed with, or found troubling.

Give participants 5–10 minutes to jot down their thoughts in each category. Then, ask them to share one response from each category with the whole group.

Some questions you can ask to get participants to elaborate if needed:

- For Aha! moments: "What made that stand out to you?"
- For Huh? responses: "Does anyone have ideas that could clarify this?"
- For Uh uh reactions: "Why do you think it went that way?" or: "Why do you think you feel that way?"

Before ending the meeting, discuss the upcoming week.

- Are you clear on how you'll check for understanding during the activity?
- Have you anticipated possible student misconceptions or questions?
- How will you frame the activity to maximize its value among students not considering attending a Post-Secondary Institution (PSI)?

60 minutes

After

After the meeting the note-taker should prepare an email from their notes or share a digital version of their notes with the group.

Notes should include:

- Document key takeaways: Summarize the main insights from the discussion
- Identify action steps: What will you do next week to improve implementation?
- Submit support requests: What help do you need from K20 staff or colleagues?
- Plan for follow-up: What should be revisited in the next PLC check-in?

Research Rationale

Recent studies highlight that PLCs positively impact both school climate and student achievement (Anderson & Oliver, 2022; Goode et al., 2020; Bergeron, 2020; Verdi, 2022; Lasater et al., 2021). While PLCs have traditionally supported teacher professional learning (Anderson & Oliver, 2022; Louis & Marks, 1998), recent years have seen a shift toward more collaborative inquiry and discourse among educators. This evolution fosters peer-to-peer learning within PLCs and strengthens teacher self-efficacy, which in turn enhances student learning outcomes (Ebbeler et al., 2017; Kippers et al., 2018; Schildkamp, 2019; Schildkamp et al., 2019; Anderson & Oliver, 2022; Goode et al., 2020).

Resources

- Anderson, S. G., & Olivier, D. F. (2022). A quantitative study of schools as learning organizations: An examination of professional learning communities, teacher self-efficacy, and collective efficacy. *Research Issues in Contemporary Education*, 7(1), 26-51.
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- Goode, J., Peterson, K., Malyn-Smith, J., & Chapman, G. (2020). Online professional development for high school computer science teachers: Features that support an equity-based professional learning community. *Computing in Science & Engineering*, 22(5), 51-59.
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- Verdi, B. (2022). Creating professional learning communities for music educators. *Music Educators Journal*, 109(2), 14-21.