HIGHER EDUCATION COORDINATING COMMISSION
Office of Community Colleges and Workforce Development (CCWD)
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Title II Standards-based PLCs in Oregon

Updated December 2022

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I. Introduction

Why Professional Learning Communities?

The Oregon Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development (HECC, CCWD) supports evidence-based professional development (PD) that assists Oregon's ABS program members in meeting their educational and career development goals.

Per LINCS (2017), high-quality PD activities are job-embedded (ongoing and connected to daily practice); focused on specific academic and programmatic content; collaborative in nature; differentiated to account for various needs; and accompanied by feedback on performance and progress. Research shows that, when done well, professional learning communities (PLCs) embody the features of high-quality professional development activities. Stewart (2014), on the application of PLCs in adult education settings, describes PLCs as "a shift from passive and intermittent professional development to that which is active, consistent, based in the teaching environment, and supported by peers" (p. 28).

CCWD includes participation in PLCs in its professional development requirements for members of ABS programs that receive federal funding through Title II of the Workforce Innovation and Opportunities Act (WIOA). Beginning in PY 2020-21, and continuing though the present, faculty, administrators, and data professionals fulfill this professional development requirement by participating in a local or statewide PLC that incorporates outcomes related to OACCRS/OAELPS.

To support best practices and compliance, the State ABS Team, State Learning Standards Trainers, and Local Leads have worked together to create this document for programs as they offer local PLCs that further the implementation of OACCRS/OAELPS. Included is information such as:

- ☐ What is a PLC?
- ☐ What are best practices for PLCs?
- ☐ How do you organize a PLC?
- ☐ What does a PLC do?
- ☐ What are the compliance requirements for local standards-based PLCs?
- ☐ What are some examples of standards-based PLCs?
- ☐ What materials exist for implementing local standards-based PLCs?

Sections II-IV give a general overview of PLCs. Section V, "PLCs in Oregon ABS Programs," addresses Oregon ABS Program PLCs more specifically and contains a section on meeting state compliance requirements. Section VI includes resources and research used to prepare this report. Finally, the Appendices provide templates that programs can use to implement their PLCs.

Beyond the listed compliance requirements, it is recognized that PLCs will look different at the various community college and DOC ABS programs across the state. PLCs, by their nature, encourage community leadership and autonomy. Therefore, the examples and materials provided here are neither mandatory nor the only ways that local OACCRS/OAELPS PLCs can be implemented. However, it is hoped that they provide a starting point for programs looking for inspiration or resources. Additionally, it is hoped that they represent the beginning of a collection of locally-developed resources that may be shared across the state. These resources will be made available on the Oregon Adult Education Community of Practice.

> "PLCs honor both the knowledge and experience of teachers and knowledge and theory generated by other researchers. Through collaborate inquiry, teachers explore new ideas, current practice, and evidence of student learning using processes that respect them as the experts on what is needed to improve their own practice and increase student learning. Learning communities are not a prescriptive, one-size fits all approach. However, learning communities also cannot be insular, focused only on making explicit the practical wisdom teachers already possess about teaching. Instead learning communities should support teachers in making decisions based on their contexts, their goals, current and new professional knowledge, and the needs of their students." (Vescio et al., 2008, p. 89)

What is a PLC?

A professional learning community is "[a]n ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (DuFour, DuFour, Eaker, Many, et al., 2016, p. 10 as cited in DuFour, DuFour, Eaker, Mattos, et al., 2021, p. 10).

What are the Characteristics of Successful PLCs?

Researchers and practitioners note the many different descriptions of PLCs. However, the following are often named across the literature as features that characterize successful PLCs[1]:

- ☐ Job-embedded
- ☐ Collaborative
- ☐ Sharing of practices
- ☐ Reflective
- ☐ Focused on student learning

- ☐ Meet regularly
- ☐ Attitude of continuous improvement
- ☐ Put discussion into practice
- ☐ Accountability to group, program, students

Though all of these are defining characteristics of PLCs, a review of studies on PLCs (Vescio et al., 2008) concluded that:

> "...there seemed to be a common feature that facilitated success. This feature was a persistent focus on student learning and achievement by the teachers in the learning communities." (p. 87)

> "...an intense focus on student learning and achievement was the aspect of learning communities that impacted student learning." (p. 88)

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[1] DuFour, DuFour, Eaker, Mattos, et al. (2021) specifically identify four themes of successful PLCs: continuous improvement, high-performing teams, learning together, and learning by doing. For all literature reviewed to collect this list of characteristics, see Section VI.

Section III describes actions and practices PLCs can engage in to facilitate that focus on student learning. More information is also provided in Part IV, "What does a PLC do?"

> "Attending to the components of professional learning activities within a PLC can provide the structure needed to forward adult literacy teaching. These learning opportunities should be aligned to broader initiatives and goals within programs and states that allow connections from research to practice with feedback and reflection. Teacher learning is most impactful when participants are part of a community of practice with others from their program or those who teach the same student levels and type of content. Professional learning activities should be job-embedded, informed by data, centered on student work and how students learn, active, and occur over a length of time that will allow for cycles of development, implementation, and evaluation. Content should be focused, specific, and correlated to learning theory and content standards informed by nationwide workforce and college preparation benchmarks." (Stewart, 2014, p. 31)

III. Best Practices

What are Best Practices for PLCs?

Researchers and practitioners suggest that successful PLCs implement the following practices[2]:

- ☐ Align PLC outcomes to program goals and standards
- ☐ Create group norms in order to build community
- ☐ Have knowledgeable facilitator(s) guide meetings
- ☐ Share leadership and responsibility among the group members
- ☐ Encourage an atmosphere of trust and innovation so that members feel empowered to share current practices and try new methods
- ☐ Utilize student learning data to determine needs, focus efforts, and guide practice
- ☐ Engage in critical inquiry/reflection on instructional practices and their relationship to student learning

Drawing on prior research, DuFour, DuFour, Eaker, Mattos, et al. (2021) note that the number of standards that instructors are expected to address makes it necessary to prioritize a smaller number of standards based on program goals and student needs. Collecting and analyzing student learning data is a good way to begin identifying student needs (Stewart, 2014).

The following document can help implement PLC best practices in the adult education environment (including practices that motivate participants) and may be helpful to share with PLC members, especially those who are new to PLCs:

- ☐ [Transforming Professional Development to Professional Learning (Journal of Adult Education)](#)

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[2] For all literature reviewed, see Section VI.

> "The PLC process relies on a commitment to educational standards…A focus on standards and the evaluation of learning in relation to standards is a critical part of the PLC approach." (Whalen et al., 2019, p. 96)
>
> "High-quality, evidence-based professional development is an ongoing and iterative process grounded in student data." (Mishkind, 2014, p. 8)

IV. Organizing and Implementing PLCs

How do you organize a PLC?

As you get ready to begin a new PLC or incorporate the OACCRS/OAELPS more fully into an existing PLC, consider the following:

- ☐ Organize the PLC around a topic, skill, or professional role
- ☐ Determine the date, time, and location of PLC meetings
- ☐ Make that sure everyone knows what a PLC is
- ☐ Communicate the characteristics and best practices of PLCs
- ☐ Work together with members to create a set of norms facilitating the work of the PLC
- ☐ Work together with members to write a set of intended outcomes for the PLC, making sure that the OACCRS/OAELPS are incorporated into those outcomes
- ☐ Determine roles within the group, including who will maintain documentation for the Local Lead's annual report

If you haven't organized a PLC before, ask other program members, Local Leads, or State Learning Standards Trainers for advice on how to get started. PLCs already exist at many programs, and their members/facilitators can be a good resource for processes and tips. Additionally, the following documents may help you:

- ☐ [Establishing, Implementing, and Supporting PLCs (PLC Guide) by Pennsylvania Adult Education](#)
- ☐ [Six Essential Characteristics of a PLC by Solution Tree](#)
- ☐ [Chart: When Establishing Norms, Consider by Solution Tree](#) (scroll down)
- ☐ [PLC Member Roles by Portland Public Schools](#)
- ☐ [Implementing Effective PLCs by SEDL](#)

What does a PLC do?

> "Teachers typically use this forum to develop lesson plans, examine student work, monitor student progress, assess the effectiveness of instruction, and identify professional learning needs. The tangible products of this collaboration include essential learning targets, lesson plans, and common assessments that teachers can implement and evaluate using comparative assessment data." (Blitz, 2013, p. 5)

PLC meetings and activities will be based on the PLC's determined outcomes. However, as Darling-Hammond and Richardson note, "effective collaboration requires much more than simply bringing teachers together" (2009, p. 49).

The use of structured meetings can be beneficial. SEDL, now part of American Institutes for Research (AIR), suggests the following activities in structured meetings:

- studying standards, reviewing concepts and skills necessary to master the standards, and determining how the standards are assessed;
- selecting research-based instructional strategies and assessment techniques;
- planning lessons and agreeing on the evidence of student learning that PLC members will share;
- implementing lessons, noting successes and challenges, and collecting the agreed-upon evidence of student learning;
- analyzing student work by revisiting the standards being addressed and identifying student strengths and areas of need; and
- adjusting instruction after reflecting on disparate teaching experiences, selecting alternative instructional strategies, and determining how instructional challenges that may arise in the future will be addressed. (2014, p. 2)

Pennsylvania Adult Education states that[3]:

> PLCs will schedule time to work together in job-embedded professional learning to enhance student outcomes by:
> - Identifying instructional challenges,
> - Planning lessons,
> - Trying out solutions and/or new strategies,
> - Observing and collecting evidence of student learning, and
> - Revising lessons based on analysis.
> (https://www.paadultedresources.org/pi-pd/pi-pd-plan/)

Darling-Hammond and Richardson (2009) include peer observation, analysis of student work and student data, and having study groups that study practice and research together in their list of possible PLC activities.

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[3] See Section VI for additional examples of what adult education programs in the U.S. are doing in their PLCs.

How do you Know if a PLC is Successful?

> "To demonstrate results, PLCs must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning…" (Vescio et al., 2008, p. 82)

As stated by Vescio, et al., the overall success of a local PLC is ultimately measured by data that demonstrate:

- ☐ Greater student achievement
- ☐ Change in instructional practice

Reviewing the literature, Blitz (2013) created a Logic Model for PLCs that includes potential short-, medium-, and long-term PLC outcomes broken out by participants and team. For example, potential short-term outcomes might be:

Teacher outcomes:
- Greater focus on collaboration and openness to feedback
- Greater focus on results (rather than instruction)
- Enhanced knowledge of subject content
- Enhanced skills in examining and analyzing data
- Enhanced efficacy to teach effectively in content area
- Positive attitude toward improving student learning outcomes

Team outcomes:
- Defined roles and responsibilities
- Defined goals and objectives of collaboration
- Effective communication channels
- Collaborative knowledge sharing
- Collaborative data analysis and interpretation. ("Box 1. Logic model for professional learning communities, p. 6)

Additionally, the following document may help you:

- ☐ [Measurement Instruments for Assessing the Performance of Professional Learning Communities](#)

PLCs may choose to measure their success against any of these or other results. The State ABS Team has not set a list of criteria by which to measure the success of local OACCRS/OAELPS PLCs, choosing to leave that determination to the local programs. Instead, the State ABS Team will monitor compliance as outlined in Section V.

V.   PLCs in Oregon ABS Programs

What Might PLCs Look Like in Oregon?

ABS program members can fulfill the PD requirement by actively participating in local and/or statewide PLCs that further the implementation of the OACCRS/OAELPS. Below are examples of what PLCs could look like in Oregon.

Local PLCs

Local college-based groups of teachers and administrators
A PLC formed at Clatsop Community College with its ABE teachers
Local campus-based groups of teachers and administrators
A PLC formed of ABS teachers and administrators at each of the multiple PCC campuses
Local skill-based groups of teachers
A PLC formed of teachers of high/low level math, reading, writing, or communication skills at Rogue Community College

Statewide PLCs

Skill-based groups of teachers from around the state
A PLC formed of corrections teachers of math from across the state
Administrators from around the state
A general, ESL, or ABSE/GED PLC formed of ABS program directors and data professionals
Expert facilitates learning on topic of interest for members across state
A Learning Standards/TSTM PLC led by state trainers to engage program members across Oregon in the use of OACCRS/OAELPS and TSTM (Teaching Skills that Matter)

What is the Role of the Local Leads?

Each of Oregon's Title II ABS programs has at least one Local Lead. The role of the Local Lead is to act as the liaison between the state and the program regarding OACCRS/OAELPS implementation. Local Leads have several specific duties related to PLCs:

- ☐ Be the program contact for PLCs with OACCRS/OAELPS outcomes
- ☐ Organize PLC sessions, coordinate with trainers, and communicate with participants

☐ Produce a brief annual written report on PLCs and maintain backup documentation on file)

Local Leads may facilitate, or may simply be a member of, a standards-based PLC at their program. If a program offers multiple standards-based PLCs, the Local Lead is responsible for being the point person who collects and reports the required information to CCWD. In this case, the Local Lead may want to share this document and its resources with those who are leading the local standards-based PLCs.

What is the Role of the State Learning Standards Trainers?

State Learning Standards Trainers are available to support PLC participants as follows:

☐ Communicate with PLC participants about PLC content, requirements, and deadlines
☐ Research, develop, modify, and lead trainings to support PLC, and OACCRS/OAELPS implementation as needed, for online or distance delivery
☐ Contribute to OACCRS/OAELPS expertise to PLCs in specific content areas, such as Mathematics, Reading, Writing, and Listening/Speaking
☐ Provide feedback and mentoring to PLC participants as appropriate

To request support from a State Learning Standards Trainer, contact the ABE State Leadership Coordinator.

How can Program Leadership Support PLCs?

Successful implementation of OACCRS/OAELPS will require more than the work done by instructors inside the classrooms. It must involve program directors who can make decisions about how changes will be enacted and then lead support for those changes. It must involve data professionals who can help identify and interpret data so that instructors can make the data-informed instructional decisions that lead to MSGs. By having all roles actively involved in standards-based PLCs, the entire program works together to support meaningful learning standards implementation.

According to Blitz (2013), research on PLCs shows that the following tend to promote or hinder success:

- Presence or absence of supportive school/district leadership and community support
- Structural/logistical support (blocked time and space to meet regularly, availability and access to comparative assessment data, dedicated staff support)
- Degree of agreement or conflict with current school norms or teacher resistance (p. 6)

DuFour, DuFour, Eaker, Mattos et al. (2021) write that "[l]eadership characteristics such as the ability to motivate and inspire, model the behavior expected of others, create a culture of caring and mutual respect, and show passion and persistence are vital to the success of PLC implementation" (p. 27). They argue that leadership must take action by making the work of PLCs a priority, starting with influential early adopters, helping all members understand why they're being asked to participate in PLCs, engaging in PLC activities themselves, clearly emphasizing the goals of the program and the PLC, and celebrating PLC successes.

With these findings in mind, program leadership can take the following steps to support PLCs:

- ☐ Actively promote the importance of participation in standards-based PLCs
- ☐ Be knowledgeable about the state compliance requirements for standards-based PLCs
- ☐ Check in regularly with Local Leads to problem solve and provide support
- ☐ Ensure that time, space, and funds exist for all full-time and part-time members to participate Actively participate in a PLC alongside other program faculty and staff
- ☐ Open channels of communication between instructors and data professionals
- ☐ Promote a culture of collaboration and innovation
- ☐ Seek out and share successes and promising practices

Additionally, the following document may help you:

- ☐ [Building Professional Community in Schools by Kruse, Louis, & Bryk](#)
- ☐ [Establishing, Implementing, and Supporting Professional Learning Communities (PLC Guide)](#) by [Pennsylvania Adult Education](#)

What are the Compliance Requirements?

Programs demonstrate compliance by showing that there are regular, ongoing PLCs in which Title II faculty/staff can participate to consolidate their knowledge of learning standards.

Depending on the size of the program and how participants organize themselves (locally or statewide), there may be one or more PLCs with OACCRS/OAELPS outcomes per program.

A compliance checklist is provided:

- ☐ Each full-time and part-time instructor, program administrator, and data professional participates in one local or statewide PLC with OACCRS/OAELPS outcomes each program year
- ☐ Each PLC meets at least three times during the program year
- ☐ Participants complete OACCRS/OAELPS Orientation Module before participating in the PLC
- ☐ Participants of each PLC actively discuss and use OACCRS/OAELPS
- ☐ Each PLC maintains a list of planned outcomes, attendance, dates, and locations that is provided to the Local Lead
- ☐ Each Local Lead produces a brief annual written report on program PLCs using the data collected from each PLC
- ☐ Each program director includes standards-based PLCs in their annual OACCRS/OAELPS Training & Orientation Plan

What are Examples of PLCs with OACCRS/OAELPS Outcomes?

A list of example standards-based PLCs is below. This is not an exhaustive list, and additions of PLCs being run at local programs are requested. Eventually, it is hoped that a menu of PLCs and materials will be offered in the Oregon Adult Education Community of Practice.

Local PLCs

Local standards-based PLCs are facilitated by program members. However, local programs may request a state trainer to act as an OACCRS/OAELPS expert and provide foundational learning standards support, feedback, and mentoring. These sample PLCs, with activities, are provided in the Professional Learning Communities Section of the [ABS Professional Development webpage](). Additional examples and activities are added on an ongoing basis.

- ☐ OACCRS Mathematics PLC
- ☐ OACCRS LA/Social Studies/ESL PLC
- ☐ OACCRS & TOPSPro PLC
- ☐ OAELPS PLC

Statewide PLCs

These standards-based PLCs are facilitated by state trainers. Contact the ABE State Leadership Coordinator and/or review State ABS Communication for opportunities to join statewide PLCs. Several recent offerings are below.

- ☐ Learning Standards/TSTM Lesson Planning (offered PY21-22 and PY22-23)
- ☐ OACCRS/OAELPS Standards Alignment Workshop (led by state learning standards trainers and work continued in local PLCs) (offered PY21-22 and PY22-23)
- ☐ Using CASAS Data to Deliver Standards-based Instruction (offered PY22-23)

What Materials Exist for Implementing Local Standards-based PLCs?

The following documents are included in the Appendices for your use and/or modification:

- ☐ Sample PLC Invitation Email (Appendix A)
- ☐ Learning Standards PLC Worksheet (Appendix B)
- ☐ PLC Tracking Document (Appendix C)
- ☐ Local Lead Annual Written Report (Appendix D)

Do you Have any Advice from the Field?

> Take a Learning Standards Training together. Then meet to debrief, plan application of your learning, evaluate the application of your learning, and evaluate/revise your program curriculum as needed. You can even have a State Learning Standards Trainer facilitate the training, as well as provide feedback and mentoring, just for your group. – State Learning Standards Trainers

The PLC should be participatory, inspirational, and build on group experience. The buy-in from directors is important. Start with program-specific work with your team and Local Lead. Group by content area. Make sure you understand the process skills. Ask participants to bring a lesson that incorporate the standards or one anchor or one process skill that they would like to incorporate into their lesson. Have a 1-2 hour meeting and do some standards-based lesson planning. If you're just getting started, keep it simple. – Kiersta Gostnell, Rogue Community College

"Send an email to your faculty: bring your favorite lesson or a resource you found. Call out where the OACCRS already are and add to it. Course outlines are also a good example of something PLCs can work on. You can provide some example course outlines to the group. – Lori Lundine, Rogue Community College

At the end, make sure to have a wrap-up to reflect on what has been accomplished and what the next steps are. – Julie Hutchin, Mt. Hood Community College

VI. Resources

Adult Education PLCs in Other States

Virginia: [VALRC | Professional Learning Communities](#)
- Virginia offers PLCs on various topics related to evidence-based practices in adult education.

Kentucky: [KY Skills U Professional Learning Handbook 2022-2023](#)
- Kentucky uses PLCs for much of its professional learning in order to provide "job-related, collegial learning more relevant to the needs of Kentucky adult educators than previous 'sit and get' models" (p. 1). They also use PLC Coaches.

Illinois: [Learning Communities – Illinois Adult Education: What You Need to Know](#)
- Offers examples of different PLC groups, as well as recorded meetings

Websites

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Whalen, S., Swain, S., Fedele-McCleod, M., & Thacher, M. (2019). Professional learning communities in prisons. *COABE Journal, Spring*(Prison Literacy Edition), 94-98. https://www.air.org/sites/default/files/2021-06/Professional-Learnng-Communities-in-Prisons-April-2019.pdf

Appendices

Editable copies of the appendices are available in the Professional Learning Communities section of the ABS Professional Development Page. The official form for submitting the Local Lead Annual Written Report is available on the ABS Resources Page.

Appendix A: Sample PLC Invitation Email

This sample email can be used to kick-off PLCs at your institution.

Dear Colleagues,

We are forming standards-based Professional Learning Communities (PLCs), and you are invited to join!

What are standards-based PLCs?

In a standards-based PLC, education professionals come together to support one another as they expand their knowledge of and experience in using learning standards to enhance curriculum and increase student achievement.

The Oregon Adult College and Career Readiness Standards (OACCRS) and Oregon Adult English Language Proficiency Standards (OAELPS) provide the foundation for this work.

Participation in a standards-based PLC satisfies one of the requirements for ABS professionals in Oregon institutions that receive WIOA Title II grant funds.

There are various options for topics and formats for a PLC. Some possible topics include standards-based lesson planning, course outcome guide alignments, utilizing TOPSPro reports to identify learning standards achievement gaps, or concepts from the standards-based trainings offered by the state Higher Education Coordinating Commission (HECC).

PLCs may meet remotely or on campus, and the participants may be education professionals in the same roles (e.g., ESOL instructors) or varying roles (e.g., data professionals and program administrators).

How can I join a PLC?

Completion of the OACCRS/OAELPS Orientation is a prerequisite for participation in a PLC.

The OACCRS/OAELPS Orientation is available in two formats: a 2-hour synchronous facilitated training or a 2-hour asynchronous self-study training.

If you have not yet completed the Orientation, please do and let me know when you have completed it.

If you have already completed the Orientation, please contact me for more information about PLCs. In your email, please indicate if you would prefer to participate in a remote or a campus-based PLC. Please also include any PLC topics that might be of interest to you.

Thank you!

Local Lead

Appendix B: Learning Standards PLC Worksheet

This worksheet can be used to help plan/guide PLCs. The information recorded can be used to demonstrate compliance with the PLC requirement.

Before the PLC meeting
1) Spread the word about PLC opportunities and gauge interest. What aspects of OACCRS/OAELPS are your colleagues interested in focusing on in a PLC?
2) How will you set up the PLC(s)? Will you set up the PLC(s) based on student levels, subject, professional role, or something else?
3) Who will the participants of the PLC(s) be?
4) When do you plan to hold PLC meetings (dates and times)?
5) Where do you plan to hold PLC meetings? Will they be face-to-face, virtual meetings, or a combination of both?
6) What technology do you plan to use during the meetings?
7) What materials do you plan to use during the meetings?

At the beginning of the first PLC meeting (or adapted into pre-work):
1) What norms will the PLC follow?
2) What OACCRS/OAELPS outcomes do participants want to focus on?
3) What activities will the PLC engage in?
4) How will time during the meetings be spent?

Immediately following meetings:
1) What activities took place during the meeting?
2) What elements of the standards were focused on?
3) What data was used to guide discussion and practice?
4) What action items were decided on for the next meeting?
5) What questions or challenges arose?
6) What adjustments might need to be made?

After the final PLC meeting:
1) Did you meet your outcomes?
2) What insights did you gain about the OACCRS/OAELPS? About the PLC as a model?
3) What was accomplished and what are the next steps?

Appendix C: PLC Tracking Document

At the end of the program year, Local Leads will write a report on standards-based PLCs at their institutions. These reports will include a description of the work that was engaged in, what was learned, how the learning impacted members' practice, how the work impacted student learning, what challenges were faced, and anything else the Local Lead feels is relevant. On file, each program should maintain a record of each PLC's planned outcomes, attendance, dates, and locations, and these should be available to CCWD upon request, so each PLC will need to track these measures for the duration of the PLC. The template below can be used or modified for this purpose.

Name of PLC:

Institution:

Meeting Date:

Meeting Location:

Attendance:

Planned PLC Outcomes:
- Outcome 1
- Outcome 2
- Outcome 3

Additional Information:
- Example: Agenda
- Example: Information recorded in the Learning Standards PLC Worksheet (Appendix B)
- Example: Promising practices to share with other PLCs

Submitted by:

Appendix D: Local Lead Annual Written Report Template

The template below can be utilized to begin drafting the annual written report. ***However, please utilize the official form on the ABS Resources Page to submit the official compliance document.***

Local Lead Name:

Institution:

Brief narrative summary of standards-based PLCs at institution for current program year. The report should include any questions, successes, promising practices, challenges, or questions , that arose as a result of engaging in the PLC. For example, you may want to include a description of the work that was engaged in, what was learned by participants, how the learning impacted participant/program practice, and/or how the work impacted student learning. (~250 words)

Local Lead Signature:
Date:

ABS Director Name:
ABS Director Signature:
Date:

Email this document to hecc.absteam@hecc.oregon.gov by June 30, 20XX.

Note: If information is appended to the report, submit everything together as 1 document.