**Oregon ABS – Title II
Standards-based PLCs**

## **Title II Standards-based PLCs in Oregon**

**Appendices – Editable Copies**

## **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?

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## **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***](https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx) ***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.