**Action Steps for Developing, Implementing, and Sustaining a Data Use Learning Community**

**Directions**: Pretend your table team is a professional learning community.

**Activity**: Begin to plan how you will build, implement, and sustain your learning community using the following worksheets. Your PLC will have time to begin to work through the four steps. As you discuss and plan, consider who will participate in the PLC when you go back to your program and what the different perspectives will be.

**Note**: Don’t worry if you don’t make it all the way through the four steps! In reality, a learning community may meet for several months to work through these four steps. For this training, however, the purpose of the activity is to acquaint you with the four-step model and to provide you with the experience of participating in a PLC.

**STEP 1. Review Data and Plan**

1. **Review Data:**
2. What NRS or other tools will you use to review your program data?

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1. What issues did you identify within your program?

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1. **Determine Initial Priority:**
2. Based on findings from your data, in what areas would you like to make program improvements? (This is the topic assigned by the facilitators.)

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1. **Make Initial Plans:**
2. How will you share with staff your findings about areas for improvement?

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1. How will you advertise the start-up and purpose of the learning community to your staff?

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1. How will you recruit staff participants for your PLC? Will you ask for volunteers for the start-up?

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1. What potential drivers will motivate participation in the learning community?

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**Other Considerations/Items to Keep in Mind for Step 1:**

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**STEP 2. Begin Community Through Data**

1. **Involve Other Stakeholders:**
2. Are there other stakeholders besides staff (e.g., students, community partners, administrative staff) who should be included in your learning community?

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1. How can you recruit these stakeholders?

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1. **Collect Data:**
2. How will the PLC determine the needs of individual members related to acquiring knowledge about data quality and data use (e.g., survey, discussion)?

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1. Will the PLC need to collect additional data to inform its work?

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1. Who will do what and by when?

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1. **Review Data:**
2. Did findings appear as expected? Any surprises?

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1. What implications are there for current program practices and data processes?

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**Other Considerations/Items to Keep in Mind for Step 2:**

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**STEP 3. Determine Activities, Measures, and Drivers**

1. **Plan Activities:**
2. What activities/changes do PLC members feel are important to put in place?

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1. Will the changes/activities be put in place for the entire staff or only for PLC members?

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1. How will the PLC communicate to the rest of staff the progress of the PLC?

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1. How will the PLC welcome and integrate new members into the PLC?

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1. **Determine Measures:**
2. What measures will the PLC use to determine the success of the plan, e.g., how will the PLC know when it has reached its goals? How will the PLC recognize success?

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1. **Agree on Drivers:**
2. What drivers will the PLC employ to keep all members motivated, on task, and on schedule?

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1. How will the drivers be used? Will they be interspersed throughout the four-step model? Who will be responsible for each driver?

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**Other Considerations/Items to Keep in Mind for Step 3:**

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**STEP 4. Assess and Share Data on Progress**

1. **Examine Measures:**
2. How and when (how often) will the learning community review progress toward its goals?

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1. How will the learning community report progress to the rest of the staff (those not participating in the PLC)?

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1. **Survey Participants:**
2. Will the PLC conduct a survey of its members about their experiences participating in the PLC?

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1. Will the PLC also survey students in the classes of PLC members (if the targeted change is expected to have an impact at the classroom or student level)?

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1. **Share Successes and Improvements:**
2. Will the PLC report progress to external stakeholders? If so, how and when?

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1. Will the PLC begin a second round and try to bring new staff members into the PLC?

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**Other Considerations/Items to Keep in Mind for Step 4:**

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**Action Steps for Developing, Implementing, and Sustaining a Data Use Learning Community – SAMPLE**

**STEP 1. Review Data and Plan - SAMPLE**

1. **Review Data:**
2. What NRS or other tools will you use to review your program data?

We’re going to the Excel file we use to track our survey responses.

1. What issues did you identify within your program?

We consistently have a really low survey response rate. It’s really hard to get former students to respond.

1. **Determine Initial Priority:**
2. Based on findings from your data, in what areas would you like to make program improvements? (This is the topic assigned by the facilitators.)

We want to increase our survey response rates.

1. **Make Initial Plans:**
2. How will you share with staff your findings about areas for improvement?

We’ll talk about it at each of our upcoming staff meetings.

1. How will you advertise the start-up and purpose of the learning community to your staff?

We can use flyers and announce/explain it at our next staff meeting.

1. How will you recruit staff participants for your PLC? Will you ask for volunteers for the start-up?

We’ll ask people who are interested to sign up using the sign-up sheet that we’ll leave in the teachers’ lounge.

1. What potential drivers will motivate participation in the learning community?

Teachers know that program funding depends on this. We can also try to make it into a contest with a prize.

**Other Considerations/Items to Keep in Mind for Step 1:**

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**STEP 2. Begin Community Through Data - SAMPLE**

1. **Involve Other Stakeholders:**
2. Are there other stakeholders besides staff (e.g., students, community partners, administrative staff) who should be included in your learning community?

Students – they can help us figure out how to reach out to students and get feedback because they know what would work for them; employers – building a relationship with them would let us reach out to them directly if students don’t respond

1. How can you recruit these stakeholders?

Students – flyers, announcements in class; employers – direct e-mails

1. **Collect Data:**
2. How will the PLC determine the needs of individual members related to acquiring knowledge about data quality and data use (e.g., survey, discussion)?

Mostly discussion to make sure everyone understands what needs to be done

1. Will the PLC need to collect additional data to inform its work?

We could do a focus group of the students to figure out why they wouldn’t respond to a survey

1. Who will do what and by when?

Each teacher will recruit students from his/her class to participate in the focus group within the next two weeks. The focus group will be held two weeks from today (May 8). In the meantime, PLC members will meet to discuss the survey process and brainstorm ways to increase response rates.

1. **Review Data:**
2. Did findings appear as expected? Any surprises?

We think we identified where there were gaps in people’s understanding about the process, which led to a lower response rate. The focus group went really well, and we think we have good data to draw from about how to move forward.

1. What implications are there for current program practices and data processes?

We now all have a common understanding about the process, which we didn’t have before. We also know that we have to make it clear to current students that we will be contacting them and explain the importance to them before they leave. It’s also important to have students’ old teacher call them rather than a stranger.

**Other Considerations/Items to Keep in Mind for Step 2:**

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**STEP 3. Determine Activities, Measures, and Drivers - SAMPLE**

1. **Plan Activities:**
2. What activities/changes do PLC members feel are important to put in place?

Teachers are responsible for calling their own former students and following up with them.

1. Will the changes/activities be put in place for the entire staff or only for PLC members?

All teachers will have to do this.

1. How will the PLC communicate to the rest of staff the progress of the PLC?

We will talk about our progress at our regular staff meetings

1. How will the PLC welcome and integrate new members into the PLC?

New members are always welcome. George will catch them up on the PLC’s decisions in more detail than we share at the staff meetings and generally get them up to speed.

1. **Determine Measures:**
2. What measures will the PLC use to determine the success of the plan, e.g., how will the PLC know when it has reached its goals? How will the PLC recognize success?

We want to have an 80% response rate by the end of the program year.

1. **Agree on Drivers:**
2. What drivers will the PLC employ to keep all members motivated, on task, and on schedule?

PLC members know that our funding depends on this, so that’s a big driver. We can also have a contest to see which PLC member has the highest response rate every quarter and give them an extra half hour of planning time.

1. How will the drivers be used? Will they be interspersed throughout the four-step model? Who will be responsible for each driver?

The funding driver will continue throughout, and Allison is responsible. The contest will mostly be part of step 3, and Jamie will be responsible.

**Other Considerations/Items to Keep in Mind for Step 3:**

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**STEP 4. Assess and Share Data on Progress - SAMPLE**

1. **Examine Measures:**
2. How and when (how often) will the learning community review progress toward its goals?

We’ll look at our survey rates once every quarter to determine if they’ve increased.

1. How will the learning community report progress to the rest of the staff (those not participating in the PLC)?

We’ll do presentation to the rest of the staff at our monthly staff meetings.

1. **Survey Participants:**
2. Will the PLC conduct a survey of its members about their experiences participating in the PLC?

Yes. We’ll do a pre- and post-survey for sure and maybe an interim one as well.

1. Will the PLC also survey students in the classes of PLC members (if the targeted change is expected to have an impact at the classroom or student level)?

N/A

1. **Share Successes and Improvements:**
2. Will the PLC report progress to external stakeholders? If so, how and when?

We’ll do a presentation for the rest of the staff not currently in the PLC at our monthly staff meeting and publish an article about our progress in our program newsletter

1. Will the PLC begin a second round and try to bring new staff members into the PLC?

At the end of the summer, when staffing is established for next year, we will recruit new staff

Other Considerations/Items to Keep in Mind for Step 4:

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**Steps to Build a Professional Learning Community with Guiding Questions: A Summary**

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| --- | --- | --- |
| **Step 1: Review Data and Plan** | | |
| **Review Data** | **Determine Initial Priority** | **Make Initial Plans** |
| What NRS or other tools will you use to review your program data?  What issues did you identify within your program? | Based on findings from your data, areas in which would you like to make program improvements? | How will you share your findings about areas for improvement? advertise the start-up and purpose of the PLC to your staff? recruit staff participants? What potential drivers will motivate participation in the learning community? |
| **Step 2: Begin Community Building Through Data** | | |
| **Involve Other Stake-holders** | **Collect Data** | **Review Data** |
| Are there other stakeholders, besides staff, who should be included in your learning community?  How can you recruit them? | How will you determine the needs of individual members?  Will you need to collect additional data to inform your work?  Who will do what and by when? | Did findings appear as expected? Any surprises?  What implications are there for current program practices and data processes? |
| **Step 3: Determine Activities, Measures, and Drivers** | | |
| **Plan Activities** | **Determine Measures** | **Agree on Drivers** |
| What activities/changes do you feel are important to put in place? Will the changes/ activities be put in place for the entire staff or only for PLC members?  How will you communicate to the rest of staff the progress you make?  How will you welcome and integrate new members? | What measures will you use to determine the success of the plan? How will you recognize success? | What drivers will you use to keep all members motivated, on task, and on schedule?  How will the drivers be used? Will they be interspersed throughout the four-step model? Who will be responsible for each driver? |
| **Step 4: Assess and Share Data on Progress** | | |
| **Examine Measures** | **Survey Participants** | **Share Successes and Improvements** |
| * How and when will you review progress toward your goals? * How will you report progress to the rest of the staff? | * Will your conduct a survey of members about their experiences participating in the PLC? * Will you survey students in the classes of PLC members? | * Will you report progress to external stakeholders? If so, how and when? * Will you begin a second round and try to bring new staff members into the PLC? |

**Local Action Planning Tool As You Initiate a PLC around Data Use: Questions for Consideration**

**Directions:** Working with key members of your staff, consider each of the following questions. These are issues you will need to consider **before** you get a data use learning community started and that the learning community will need to revisit frequently as it moves into implementing its action plan.

How will you…

1. Determine participants for a data use learning community—all staff, or staff of specific programs, or volunteers?

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1. Get staff buy-in for the start-up of a data use learning community? Will there be incentives for participating? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How will the learning community…

1. Assess participating members’ professional development needs so that professional development can be differentiated and the learning shared—OR will all participants have the same PD experiences to learn about data quality, data use, etc.?

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1. Use student and program data to indicate need (i.e., the reason for your specific focus for improvement)?

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1. Determine meeting schedules—where and when learning community participants will meet?

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How will the learning community…

1. Ensure that all staff members (including those not participating in the learning community) have a voice in the planning effort?

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1. Ensure that a fair process is used for reaching agreement among learning community members?

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1. Measure whether the learning community effort has been successful? How will you recognize success?

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1. Revise the learning community plan based on results?

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10 Publicize successes, and expand and sustain the learning community?

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After the learning community has considered the above questions, it can map out an action plan (see template on next page) to set a goal and determine action steps for fulfilling the goal.

**Action Planning Tool for Learning Communities**

1. What is the goal of your data use learning community?

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1. What is the completion date for meeting this goal? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What actions will the learning community take to meet this goal?

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| **Specific Action Steps** | **Resources Needed**  **(People and Materials)** | **Timeline** | **Indicators of Success** | **Communication Plan for Sharing Results** |
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