AI-PLC SIMULATION PROTOCOL



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AI PLC Agent™ Simulation Protocol

Experiencing Collaborative Inquiry with AI

Purpose

Today your team will practice as a Professional Learning Community (PLC), examining sample responses alongside a Class Action Report. Use synthetic materials or a practice dataset authorized for this purpose.

The report suggests patterns, instructional options, and draft feedback for educator review. The Agent does not deliver feedback to students or assign classroom groups. Educators make and communicate those decisions. Use these questions to guide the inquiry:

- What evidence do we notice?
- What does the evidence tell us?
- What instructional decisions should we make?
- How can we improve learning for every student?

Check the report against the original responses and Success Criteria. Identify missing evidence, unsupported interpretations, or bias, then decide which recommendations to adapt, reject, or investigate. Accuracy matters, and an AI recommendation does not settle what a learner knows or what instruction should follow.

Redeveloping a Former Rail Yard

PLC Discussion Protocol

Section 1: Success Criteria, Strengths, and Misconceptions

Purpose: Develop a shared understanding of what students are demonstrating and identify the highest-leverage learning needs.

Discussion Questions

1. Which patterns can you verify in the original responses and Success Criteria?
2. What are students already doing well?
3. Which possible needs are supported by the work? What evidence is missing?
4. Which Success Criterion should receive the greatest instructional attention?
5. If you could teach only one thing tomorrow, what would have the greatest impact on learning?

Section 2: Whole-Class Instructional Recommendations

Purpose: Determine the next instructional moves that would have the greatest benefit for the class.

Discussion Questions

1. What original evidence supports or challenges the recommended focus?
2. Which instructional move would have the greatest impact on student learning?
3. What would you keep, adapt, or challenge based on your knowledge of the students?
4. What evidence would you collect to determine whether the instructional response worked?

Section 3: Task Evidence and Instructional Options

Purpose: Examine task-specific interpretations and plan possible responses.

1. What evidence supports or challenges each band suggestion?
2. Which criterion-related needs differ within the same band?
3. Is missing or insufficient evidence being mistaken for Beginning performance?
4. What instructional options would you consider for the verified needs?
5. If educators choose flexible groups, how will they determine membership, focus, and duration?
6. What new evidence would lead educators to change those groups?

> Bands describe task evidence, not overall ability. They do not assign students to groups.

Section 4: Draft Feedback for Educator Review

Purpose: Examine draft Glows, Grows, and reflection questions before deciding what to communicate.

1. What original evidence supports each draft suggestion?
2. Is the suggested next step specific and connected to the Success Criteria?
3. What would you revise, reject, or ask the PLC Assistant to clarify?
4. Would the feedback you choose help the learner act and reflect?
5. How will the educator communicate the feedback and support revision?

> The Agent recommends. Educators decide and deliver the feedback.

Whole-Group Reflection

After reviewing all four sections, discuss the following questions as a PLC.

1. How did the different sections work together to move from evidence to instructional action?
2. Which part of the Class Action Report helped your PLC make the clearest instructional decision?
3. Where did the report save time or reduce information-sorting work?
4. How did educator judgment shape every decision and recommendation used?
5. How might a tool like this change the way your PLC spends collaborative time?

Debrief

As you reflect on this experience, consider the broader implications for teaching and learning.

- What work did AI accelerate?
- How did professional judgment shape the entire inquiry?
- How did the Class Action Report support collaborative inquiry rather than replace it?
- Where did you agree or disagree with the analysis or recommendations?
- Where do you see opportunities to strengthen instruction using a tool like this?

The AI-PLC Agent offers initial interpretations and recommendations to educators. The PLC examines the original evidence, questions the output, and decides what to use. Educators communicate feedback and determine every classroom group, instructional response, and next step.

Practice using the PLC Assistant

Ask for an explanation, more or less detail, or a different instructional strategy. For example: What evidence supports this recommendation?

For a particular draft, use the exact randomized ID shown in the analysis: For [displayed ID], revise the Grow to identify one next step supported by the work and Success Criteria.

Keep names and identifying details out of the chat. IDs do not follow roster order. Check revised suggestions against the original evidence and verify that the completed report reflects the changes before using them.