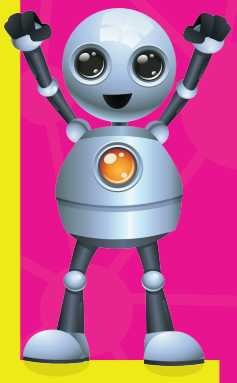
AI PLC AGENT





THE **CORE** COLLABORATIVE

RE-IMAGINING PLCS IN THE AGE OF AI

The AI-PLC Agent supports educator-led collaborative inquiry. It offers interpretations, draft feedback suggestions, and instructional options for teachers and PLCs to check against the original work before deciding how to respond.

Built for how teachers work

- Analyzes learning across classrooms, not in isolation
- Centers the PLC as the place where instructional decisions are made

Focused on real learning—not just data

- Brings together performance tasks, project rubrics, student work, and student self-assessment (perception data)
- Looks at understanding, reasoning, and transfer—not just scores

Task-specific interpretations for educator review

- Connects submitted task evidence to possible patterns across the PLC.
- Educators verify interpretations and consider differences in Tasks, criteria, and context.

Supports professional judgment and collaboration

- Offers human-centered prompts that guide thoughtful PLC conversations
- Includes equity checks to help teams notice who may be underserved
- Strengthens—not replaces—educator expertise

Helps teams respond with care and precision

- Supports differentiated instruction and collective responsibility
- Helps PLCs decide what to try next for learners—together

The Agent offers suggestions to educators. Teachers examine the original evidence, decide and communicate feedback, and determine all classroom groups. The Agent does not give feedback directly to students or assign groups. Students do not log in to it. Use only functions and information authorized by your school or district.

Less time sorting data, more time thinking together about learning.

What This Means for Students

- Learning experiences respond to what students actually understand
- Instruction builds on strengths while addressing gaps
- Teaching is more consistent across classrooms
- Support is timely, targeted, and connected to real learning

It feels like my teachers understand where I'm at now—not just what grade I got. When we get help, it actually makes sense for what we're learning.

— Middle school student

What This Means for Teachers and PLCs

- PLC meetings are focused, efficient, and purposeful
- Decisions are based on collective evidence, not assumptions
- Teachers share responsibility for all learners
- Professional judgment is strengthened, not replaced

For the first time, our PLC conversations are grounded in real student work across classrooms. We spend less time sorting data and more time deciding how to teach

— Instructional coach/classroom teacher

What This Means for Leaders

- Leaders see patterns of learning across classrooms, teams, and the school
- Instructional decisions are based on collective evidence, not isolated data or anecdotes
- Equity, coherence, and improvement efforts are aligned to real student learning

I have a clear picture of how learning is progressing across classrooms, so I can support teams in ways that actually move instruction forward.

— School leader

WHAT THE AI-PLC AGENT SUPPORTS

The platform supports three parts of educator planning: developing clarity about learning, examining authorized task evidence, and discussing possible patterns across class reports. Educators review the output and make the instructional decisions.

01 BUILDING CLARITY

Helping teams agree on what mastery looks like before the learning begins.

Unpacking for Clarity drafts these planning resources for educator review:

- Big Ideas and Essential Questions
- Best Practice Strategies
- Learning Targets
- Questions at all DOK Levels
- Success Criteria
- Learning Progression
- Common Misconceptions
- Real World Tasks

See for yourself, scan the QR code to view a sample report and reflect on how this tool can shift learning in your school(s)!

Why It Matters

Educators check draft targets, criteria, and tasks against the standards and curriculum. Teachers then develop and communicate expectations with learners.

Building Clarity Example Reports

Common Misconceptions

Possible points of confusion for educators to consider when planning. These examples do not establish what any particular student understands; check them against the curriculum and classroom evidence.

Common Misconceptions

- Students may still be developing the ability to distinguish between a key detail in a passage and the broader central idea or main topic the author wants them to understand.
- Students may rely on simply stating a detail from the text as evidence without clearly explaining how that specific detail supports their opinion or claim.
- Students may initially assume that finding a new or challenging word means they should skip it or ask for help, rather than first attempting to use context clues or other strategies to determine its meaning.
- Students may still be developing the capacity to select the most important events or details for a retelling, sometimes including minor information or struggling to present the information in a logical sequence.

Best Practice Strategies

Draft instructional options for educators to review against learning goals and classroom context. Check any research citations and effect-size claims before relying on them.

- **Context Clue Scaffolding**: Teacher does: Provides explicit instruction on different types of context clues (synonym, antonym, explanation, example) and models their application using think-alouds; scaffolds practice with challenging words by highlighting potential clues; students do: Actively search for and apply context clues, text features, or word parts to determine the meaning of unfamiliar words; addresses: “I can use context clues or text features to figure out the meaning of new words,” “Students may initially assume that finding a new or challenging word means they should skip it or ask for help”; evidence base: Reciprocal Teaching (Effect Size: 0.74).

02 ANALYZE STUDENT WORK

Teachers choose the level of analysis and support that matches the need.

Three protocols offer different levels of interpretation and planning support using the Task and Success Criteria. Choose only protocols and information authorized for your purpose.

CLASS SNAPSHOT

See the class patterns clearly.

Offers possible patterns, task-specific band suggestions, and teaching options for educator review. Educators check the original work and determine all actual groups.

CLASS ACTION REPORT

Turn patterns into feedback and action.

Adds draft Glows, Grows, and reflection questions for educators to check and adapt. Teachers decide and communicate feedback; the Agent does not deliver it to students.

TEACHER PLAYBOOK

Go deeper into instructional response.

Adds lesson ideas, teacher moves, scaffolds, draft goals, progress-monitoring suggestions, and a planning summary. Educators select and adapt the recommendations.



See for yourself. Scan the QR code to explore the AI-PLC Agent and see how different levels of analysis can support instructional decision-making.

Why It Matters

Different instructional decisions require different levels of support. Individual teachers choose the depth that matches what they need and can bring the resulting class report into PLC collaboration.

Class Action Report

Example Outputs

Task-Specific Band Suggestions

Beginning, Developing, Proficient, and Advanced describe AI interpretations of evidence on a Task. Educators check the original work. Bands are not overall learner labels or classroom group assignments. Missing work is not Beginning performance.

Educator Review Example

Task: Analyze how an author uses language.

Success Criterion: Connect a language choice to its effect, using evidence.

Possible pattern: A response quotes a phrase but does not explain its effect.

Educator check: Re-read the response. Is the effect explained elsewhere? Is there enough evidence to interpret?

Planning option: Model one example of linking a phrase to its effect.

Educator decision: Choose whether this instruction fits, who would benefit, and whether any flexible group is appropriate.

Illustrative example for professional learning.

Draft Feedback Suggestions for Educator Review

Glows, Grows, and reflection questions are drafts for teachers to examine and adapt. Educators decide what to communicate and deliver the feedback. Students do not receive it directly from the Agent.

Educator Review Example

Possible Glow: The response uses a relevant quotation. Check the quotation and its connection to the claim.

Possible Grow: Consider a next step that explains how the quoted language supports the claim.

Possible reflection prompt: What connection could the learner explain more clearly?

Before communicating feedback: Verify the evidence, choose useful wording, and decide how to support revision.

Use the PLC Assistant to revise a draft while names remain masked, referring to the exact displayed randomized ID. Review the revised output before using it.

Illustrative example for professional learning.

03 PLC MASTERY PULSE REPORT

See shared patterns in learning across the PLC.

The PLC Mastery Pulse Report brings authorized class reports together and suggests possible shared patterns. Educators review the source evidence and compare the Tasks and Success Criteria before drawing conclusions.

- PLC Mastery Snapshot
- Strengths Across the PLC
- Needs Across the PLC
- Suggested High-Leverage Strategies



See for yourself, scan the QR code to view a sample report and reflect on how this tool can shift learning in your school(s)!

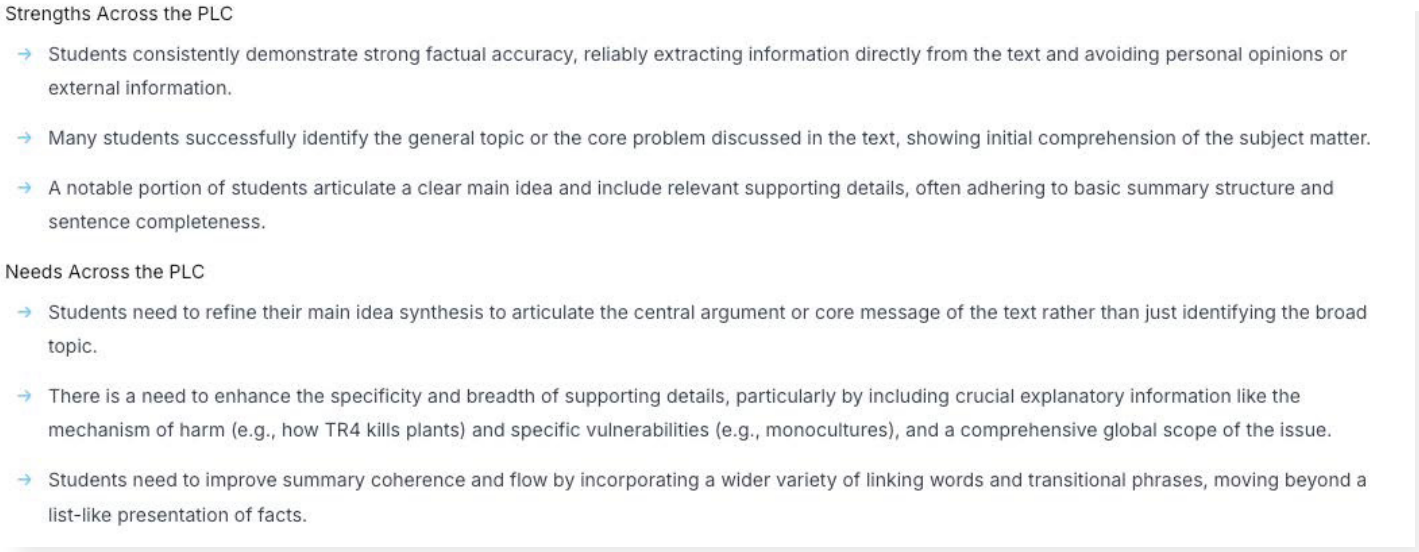
Why It Matters

Teams use the report to question possible patterns and choose a collective response. It does not establish overall student mastery, rate teachers, or determine grades, placements, or services. Educators decide what to try and what evidence to examine next.

PLC Mastery Pulse Report Examples

Strengths and Needs Across the PLC

Possible strengths and needs in the submitted task evidence, for educators to verify. Differences in Tasks, criteria, and sample completeness matter before teams compare classrooms.



Strengths Across the PLC

- Students consistently demonstrate strong factual accuracy, reliably extracting information directly from the text and avoiding personal opinions or external information.
- Many students successfully identify the general topic or the core problem discussed in the text, showing initial comprehension of the subject matter.
- A notable portion of students articulate a clear main idea and include relevant supporting details, often adhering to basic summary structure and sentence completeness.

Needs Across the PLC

- Students need to refine their main idea synthesis to articulate the central argument or core message of the text rather than just identifying the broad topic.
- There is a need to enhance the specificity and breadth of supporting details, particularly by including crucial explanatory information like the mechanism of harm (e.g., how TR4 kills plants) and specific vulnerabilities (e.g., monocultures), and a comprehensive global scope of the issue.
- Students need to improve summary coherence and flow by incorporating a wider variety of linking words and transitional phrases, moving beyond a list-like presentation of facts.

High-Leverage Strategies

Suggested instructional strategies for educator review. Check their fit with verified evidence, curriculum, and learners, and verify any research citations or effect-size claims.

Planning Example for Educator Review

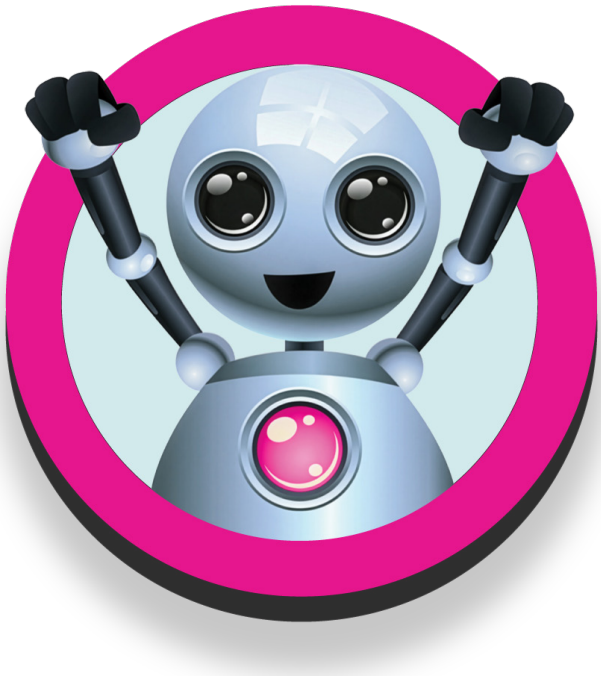
Possible shared need: Some responses name a topic without explaining a central idea.

Option to consider: Model how a reader moves from a topic to a supported central idea, then compare two examples.

Questions for the PLC: Does the original work support this interpretation? What adaptations fit our curriculum? What evidence will we collect after teaching?

Educators select the strategy and decide how to use it. This example does not establish strategy effectiveness or a result for any class.

PRIVACY & DATA PROTECTION



The workflow uses codenames during analysis and reconnects results to the roster for educator review. Check student matches before continuing.

Masking does not make source files, roster records, mappings, or every processing stage anonymous. Submit only authorized information, and store and share reports under school and district requirements.

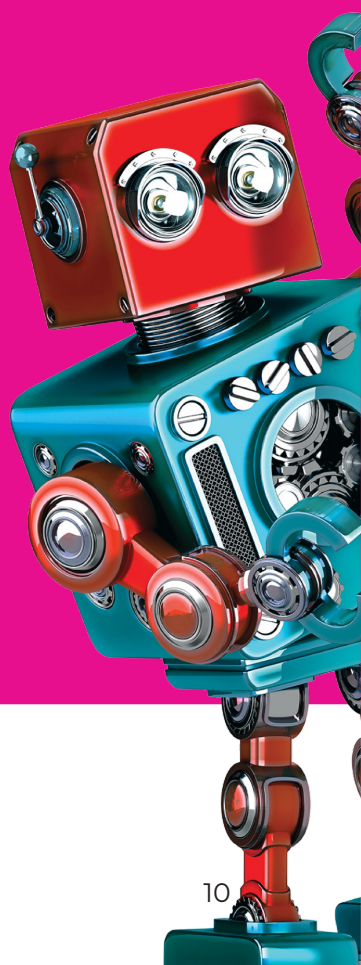
Confirm the permitted tool, purpose, data, and protocol before use.

Codenames support identity masking during analysis.

ABOUT THE TECH:
TECHNOLOGY IN SERVICE OF TEACHING

The AI-PLC Agent is an educator-facing tool for collaborative inquiry and instructional planning. It offers interpretations and recommendations for educators to review. Teachers decide and communicate feedback and determine actual classroom groups. Use is subject to school and district authorization.

Built to strengthen professional judgment, not replace it.



Designed With Humans at the Center

The AI-PLC Agent™ is designed to support–not replace–the professional judgment of educators. It removes the friction that gets in the way of meaningful collaboration, organizing evidence and surfacing patterns so teams can focus on thinking deeply about learning and responding with care.

AI does the heavy lifting.

Educators do the sense-making, the deciding, and the teaching—together.

When technology is built in service of people, PLCs grow stronger, instruction becomes more responsive, and students experience learning that refle ts who they are and what they need next.

> “AI should strengthen teaching not automate it.

Connect With Us

info@thecorecollaborative.com | (619) 432-2673

AI-PLC Agent Landing Page

AI-PLC Agent App

THE CORE COLLABORATIVE