TABLE 6.1

FIVE TYPES OF PLC+ MEETINGS

TYPE OF MEETING	FOCUS / REQUIRED AGENDA TOPICS	DESIRED OUTCOMES / PRODUCTS	*THE PLC+ PLAYBOOK MODULES TO UTILIZE*
Initial Meeting—First PLC+ Meeting 60–90 minutes	• PLC+ framework: Guiding questions and crosscutting values • Determining clear expectations for adult behaviors (norms) • Logistics (e.g., where, when, how frequently for meetings) • Roles and responsibilities • Possible dates for the administration of assessments	• Universal understanding of alignment between PLC+ questions, crosscutting values, adult action, and beliefs about teaching and learning • List of agreed upon expectations for adult behaviors • List of meeting dates and likely topics for next two to three months • Dates / windows for all external as well as internal assessments over the next two to three months or longer if possible • Tentative dates / windows for internal assessments more than three months in the future	
Meeting A— Establishing Clarity 45–60 minutes • Establishing clarity for upcoming unit of study or inquiry cycle **Guiding Questions 1 and 4**	• Determine focus of upcoming PLC+ inquiry cycle • Determine priority or focus standards to analyze • Analyze standards • Determine initial assessment and time for administering	• Analysis of priority standards for unit or cycle • Learning intentions, success criteria, and learning progressions for unit or cycle • Identified or determined initial assessment • Scheduled dates for administering initial assessment • Scheduled date of PLC+ meeting for analyzing evidence from the assessment	

TABLE 6.1 (Continued)

TYPE OF MEETING	FOCUS / REQUIRED AGENDA TOPICS	DESIRED OUTCOMES / PRODUCTS	*THE PLC+ PLAYBOOK MODULES TO UTILIZE*
Meeting B— Analyzing Where We Are 45–60 minutes **Guiding Questions 2 and 4**	• Analyze initial assessment results • Determine common challenges and student misconceptions • Identify gaps related to learning progressions • Determine next steps for answering guiding question #3	• Solid inferences regarding current levels of student learning through analyzing results • Determination of next check-in date • Commitment to bring ideas / strategies for moving learning forward based on common challenge identified • Potential dates for post-assessment administration	
Meeting C— Moving Learning Forward 45–75 minutes **Guiding Questions 3 and 4**	• Determine and agree upon strategies and actions for implementation • Assignment analysis	• Instructional strategies that align with evidence gathering • Strategies that move learning forward for all students • Frequency and degree to which those strategies will be implemented • List of tasks and assignments that will be used to best determine if strategies and actions are effective • List of evidence or data to be used in determining the impact of instructional actions and strategies (e.g., student work, assignments, or post-assessments) • An appropriate time for a learning walk	

TYPE OF MEETING	FOCUS / REQUIRED AGENDA TOPICS	DESIRED OUTCOMES / PRODUCTS	THE PLC+ PLAYBOOK MODULES TO UTILIZE

Meeting D— Monitoring Meeting Length of meeting depends on purpose **Guiding Questions 2, 3, and 4**	• Determine effectiveness of implemented strategies and actions
	• Analyze student work
	• Determine where critical learning gaps exist as well as where challenges still exist
	• Determine time frame for next assessment
		• Analysis through honest discussion of the strategy implementation and teaching actions as these occurred in team members' classrooms
		• Collaboratively scored and analyzed student work to determine
		
		  o Success in moving learning forward from strategies
		  o Possible student gaps and misconceptions that still exist
		
		• Date for post-assessment administration and analysis of results
		• Schedule for re-teaching essential and foundational concepts and skills, if necessary	

Meeting E— Determining Impact Length of meeting depends on purpose **Guiding Questions 3, 4, and 5**	• Determine effectiveness of strategies and actions implemented
	• Examine post-assessment evidence and data
	• Determine if any equity gaps exist
	• Examine progress and celebrate achievement
		• Assessment of the level of impact of actions and strategies on
		
		  o The achievement of all students
		  o The progress of all students
		
		• Analysis of whether equity gaps are present when any specific learning and/or achievement gaps exist for any specific group of students
		• Celebration of success when deep levels of learning have taken place!	