



Running an Impactful PLC Meeting

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Rutgers Center for Literacy Development

Reminder!

Turn in your questions for our panel member before lunch!

**What typically
derails a PLC or
gets the session
off to an
unproductive
start?**



The Anatomy of an Effective PLC

THREE NON-NEGOTIABLES



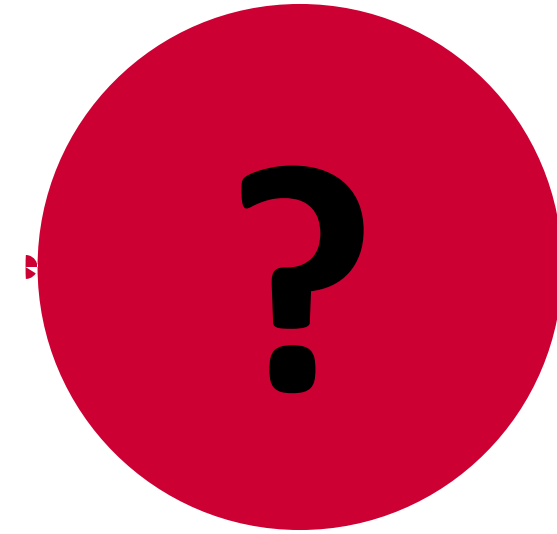
A Clear Protocol

Every meeting follows a named structure, not an open-ended chat, so teachers know what's coming and how the time will be used.



Defined Roles

Facilitator, timekeeper, recorder. Rotating roles keeps ownership shared and the meeting moving.



One Focus Question

A single, specific question anchors the conversation, not a general check-in on how it's going.

Grounding the Conversation in Data

THIS IS WHERE MTSS SHOWS UP

What does the data actually show?

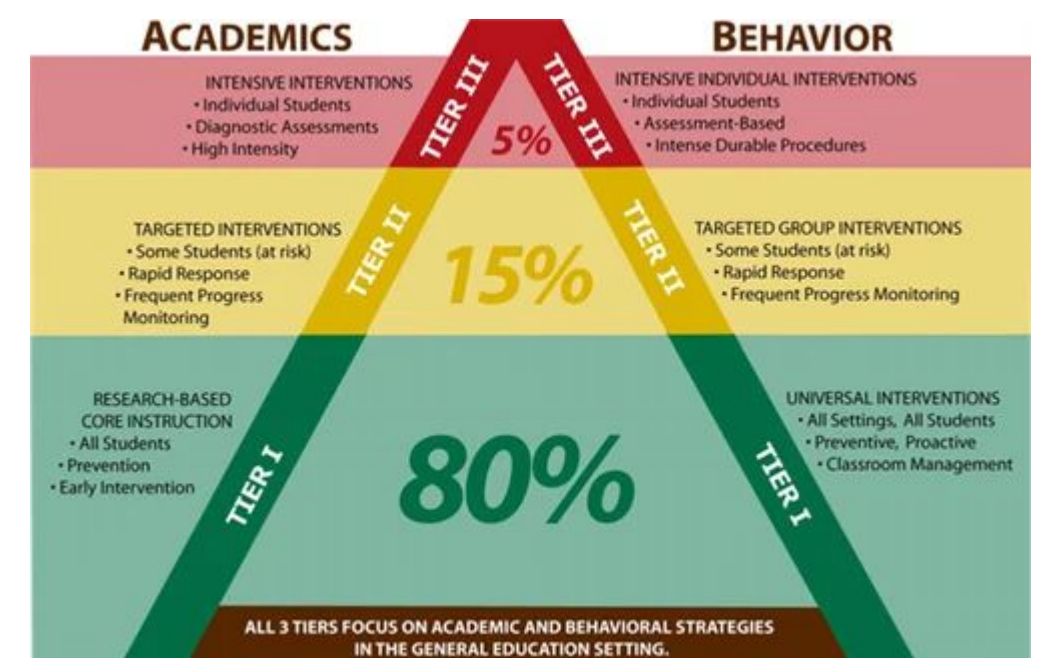
Start with the data source — screening, progress monitoring, or classroom formative data — so the conversation stays grounded, not anecdotal.

Where is the focus for today? What outcome do we want?

Are we looking at adjusting overall Tier 1 instruction?
Are we creating Tier 2 and Tier 3 instructional groups?
Are we discussing an individual student?

What's our next instructional move?

Every data conversation ends with an action, not just a description of the problem.



Remember...

Data can also be collected on...

- Behavior
- Attendance
- Engagement

And other factors that can impact the school day!



Possible PLC Structure

Before	During	After
● Share a focused agenda and intended outcome ● Identify the data, student work, or evidence participants should bring ● Assign or clarify roles	● Begin with the student-focused goal ● Follow a consistent inquiry protocol ● Keep the discussion grounded in evidence ● Select a specific instructional action ● Determine how progress will be measured	● Record the action step ● Identify who will do what and by when ● Agree on the evidence to bring back ● Schedule when the team will review progress

PLC Roles



Facilitator



Recorder



Timekeeper



Data/Student
Work Presenter

A Simple Look-at-Data Protocol

FOUR STEPS, ONE FOCUS QUESTION

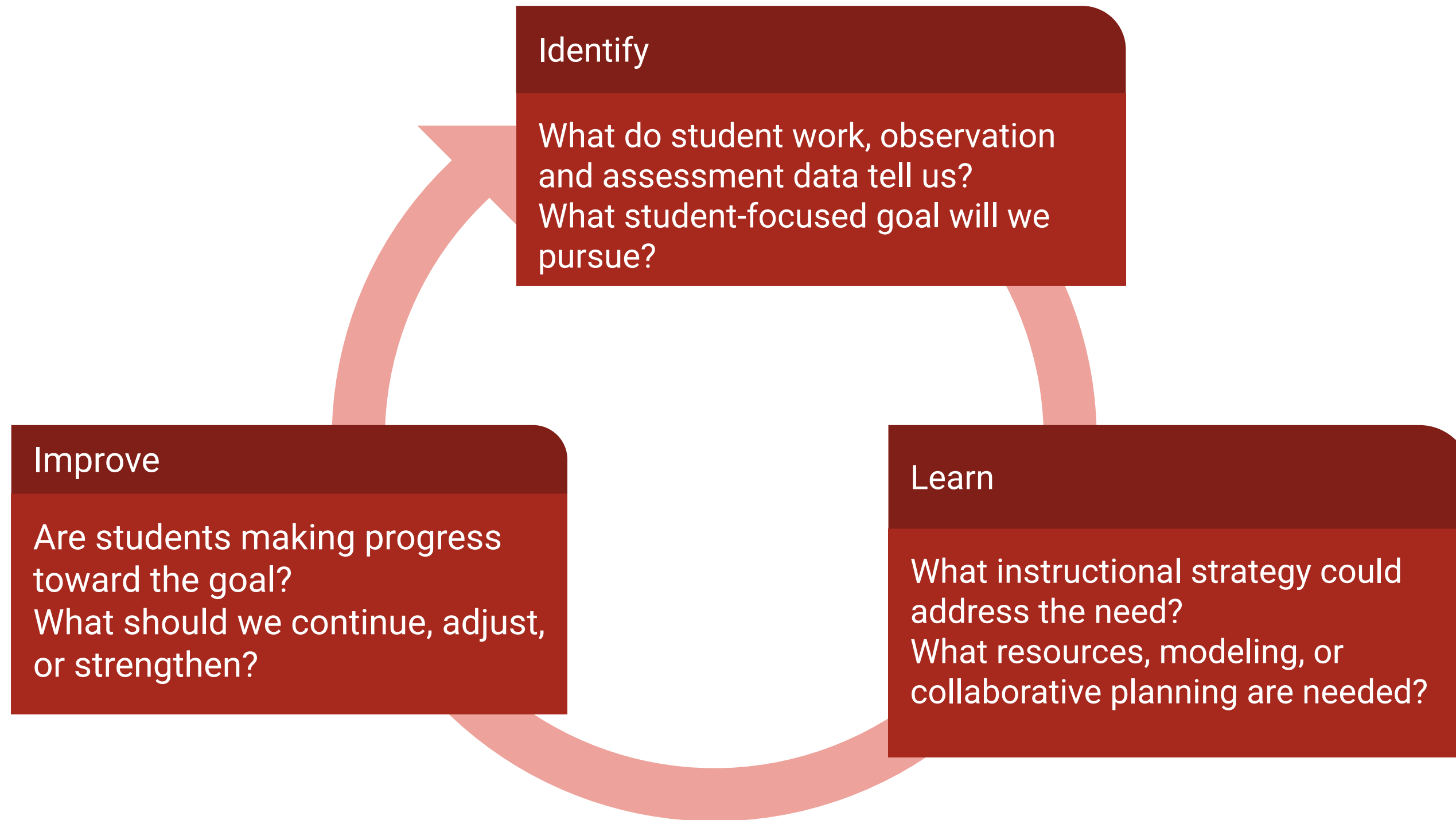
Time	Step	What Happens	Who
5 min	1. Set the Goal	Facilitator states the goal for this meeting and the intended outcome. Team asks clarifying questions before moving on.	Facilitator states; all ask questions. Time Keeper is ready to track time.
2 min	2. Share the Data	Data or student work samples are presented to the group.	Presenter shares
8 min	3. Write	Silent, individual work — no talking. Everyone writes their own observations/thoughts.	All write silently
15 min	4. Share & Add Context	Participants share their notes with each other. Extra context often surfaces here — home situations, I&RS involvement, prior interventions tried.	All share; Recorder captures key points
10 min	5. Plan & Commit	Team develops an actionable plan with specific goals, assigns who owns what, and sets a date to revisit.	Facilitator guides; Recorder documents plan and revisit date



Talk at your table.

Think of an upcoming meeting where
you can use the protocol and discuss
how you will use it.

PLC Improvement Cycle



Derailers vs. What Works

THE DIFFERENCE IS USUALLY STRUCTURE

What Derails a PLC

- Turning into a status-update round-robin with no shared focus.
- Talking about instruction in the abstract instead of looking at actual student work or data.
- Letting one voice dominate while others check out.
- Arriving at the meeting with no focus or agenda.

What Keeps It on Track

- A single focus question posted before the meeting starts.
- A data source everyone looks at together, not just the coach.
- A protocol with built-in time limits for each part

....and snacks help!.

Your Takeaway Task!

Before your next PLC, pick one data
point you'll look at together



Thank you!

Email any questions to erinmcbrideliteracy@gmail.com

