



PLC AT WORK MEETING TOOLKIT

Agendas, Protocols & Data Guides

Full-Year Resource · 36 Weeks · 14 Sections · 90+ Pages

- 36 Structured Weekly Agenda Templates
- 4 Critical Questions Framework Reference Cards
- 5 Data-Analysis Discussion Protocols
- Team Norms Builder Workshop (3-Step Activity)
- Year-Long PLC Planner (4 Quarterly Templates)
- SMART Goal Templates & Worked Examples
- Tier 2 & Tier 3 Intervention Strategy Bank
- Enrichment Extension Menus by Subject
- CFA Design Quality Checklist & Templates
- Data Analysis & Subgroup Equity Worksheets
- Principal / Coach Observation Look-Fors
- Facilitator Quick-Start Guide & Glossary
- Meeting Reflection Forms
- Premium TpT Review Request Page with QR Code

Table of Contents

A complete map of the PLC at Work Meeting Toolkit Mega Bundle. Page numbers refer to the printed page numbers shown in the footer of every page. Sections marked [NEW] are exclusive to this Mega Bundle Edition and do not appear in the original toolkit.

Welcome from UM Printables	2	Quarter 1 Planner	66
Table of Contents	3	Quarter 2 Planner	68
SECTION 1: FOUNDATION & OVERVIEW	5	Quarter 3 Planner	70
PLC at Work Overview & Four Critical Questions	6	Quarter 4 Planner	72
The PLC at Work Process: A Year-Long Visual Journey	8	SECTION 7: MEETING REFLECTION FORM	74
How to Use This Toolkit Effectively	9	Meeting Reflection Form	75
Facilitator's Quick-Start Guide	10	SECTION 8: SMART GOAL TEMPLATES & EXAMPLES [NEW]	77
SECTION 2: WEEKLY MEETING AGENDAS (WEEKS 1-36)	11	SMART Goal Framework & Template	78
Quarter 1: Building Foundation (Weeks 1-9)	12	SMART Goal Examples by Grade Band	79
Quarter 2: Deepening Practice (Weeks 10-18)	21	SECTION 9: INTERVENTION STRATEGY BANK [NEW]	81
Quarter 3: Analyzing & Adjusting (Weeks 19-27)	30	Tier 2 Intervention Strategies	82
Quarter 4: Reflecting & Planning (Weeks 28-36)	39	Tier 3 Intervention Strategies	84
SECTION 3: CRITICAL QUESTIONS REFERENCE CARDS	48	Intervention Tracking Log	85
Card 1: What Do We Want Students to Learn?	49	SECTION 10: ENRICHMENT EXTENSION MENUS [NEW]	86
Card 2: How Will We Know If They Learned It?	50	Enrichment Extension Menu Framework	87
Card 3: How Will We Respond When Some Don't Learn?	51	Sample Extension Activities by Subject	88
Card 4: How Will We Extend Learning for Proficient Students?	52	SECTION 11: CFA DESIGN CHECKLIST & TEMPLATES [NEW]	90
SECTION 4: DATA-DISCUSSION PROTOCOL GUIDE	53	CFA Design Quality Checklist	91
Data Round Robin Protocol	54	CFA Item Analysis Template	93
SPIN Protocol (Strengths, Problems, Inferences, Next Steps)	55	SECTION 12: DATA ANALYSIS WORKSHEETS [NEW]	94
Five Whys Protocol	56	Item Analysis Worksheet	95
Tuning Protocol	57	Subgroup Equity Analysis Worksheet	96
Consultancy Protocol	58	SECTION 13: PRINCIPAL / COACH OBSERVATION LOOK-FORS [NEW]	97
SECTION 5: TEAM NORMS WORKSHOP ACTIVITY	59	PLC Observation Look-Fors	98
Step 1: Individual Reflection	60	SECTION 14: APPENDICES [NEW]	100
Step 2: Pair Share & Group Brainstorm	61	Glossary of PLC Terms	101
Step 3: Consolidate & Commit	62	References & Further Reading	103
SECTION 6: YEAR-LONG PLC PLANNER	63	REVIEW REQUEST — Teachers Pay Teachers Store	105
Annual Overview & Goals	64		

SECTION 1

Foundation & Overview

PLC at Work Framework, How to Use, Facilitator's Guide



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PLC at Work: An Overview

A Professional Learning Community (PLC) is not a program or an initiative — it is a way of working together that fundamentally changes the culture of a school. In a PLC, educators work in collaborative teams to achieve better results for the students they serve. The PLC at Work framework, developed by Richard DuFour, Rebecca DuFour, Robert Eaker, and Mike Mattos, provides a proven structure for this collaborative work. Rather than leaving instructional decisions to isolated individuals, the PLC model assumes that the collective expertise of a team produces better outcomes for students than any single teacher could achieve alone.

At the heart of the PLC at Work framework are four critical questions that guide every collaborative team's work. These questions focus collective inquiry on student learning and ensure that team meetings are productive, data-driven, and action-oriented. When teams commit to answering these questions together, they create a culture of continuous improvement that benefits every student. The questions are intentionally simple, but their faithful implementation requires disciplined collaboration, shared accountability, and a relentless focus on evidence of student learning.

The Four Critical Questions of a PLC

Q1

What do we want students to learn?

Identify essential standards and agree on what proficiency looks like for each.

Q2

How will we know if they learned it?

Design common formative assessments to measure student progress toward agreed targets.

Q3

How will we respond when some students don't learn?

Create systematic interventions ensuring all students receive additional time and support.

Q4

How will we extend learning for students who are already proficient?

Design enrichment opportunities that deepen and accelerate learning for advanced learners.

How to Use This Toolkit

This toolkit is your comprehensive guide for running effective PLC meetings throughout the school year. Each weekly agenda provides a structured framework with time allocations, discussion prompts, and data focus areas. The agendas follow a year-long arc from establishing foundations in Quarter 1 through deep reflection and planning in Quarter 4. Use the agendas flexibly — adapt them to your team's context while maintaining focus on the four critical questions.

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The PLC at Work Process: A Year-Long Visual Journey

Effective PLC implementation is not linear; it is a cyclical process that deepens over time. The visualization below maps the four quarters of a typical school year, showing how the work of a collaborative team builds from foundation-setting in Quarter 1 to legacy planning in Quarter 4. Use this map to orient new team members and to anticipate the natural rhythms of PLC work across a year.

Q1

BUILDING FOUNDATION

Norms · Mission · Priority Standards · Learning Targets · CFA 1

Establish who we are as a team and what we commit to. Build the shared language, agreements, and assessment infrastructure that everything else depends on. The work of Q1 feels slow because we are constructing the foundation; resist the urge to skip ahead.

Q2

DEEPENING PRACTICE

Data Protocols · Tier 2 Interventions · Enrichment · CFA 2

Move from setup to action. Analyze the first CFA together, design targeted interventions for students who need support, plan enrichment for proficient learners, and refine our collaborative data-analysis skills. Q2 is when teams begin to feel the PLC cycle working.

Q3

ANALYZING & ADJUSTING

SMART Goals · Differentiation · Strategy Alignment · CFA 3

Tighten the feedback loop. Set a measurable SMART goal for the second semester, differentiate instruction based on data, align instructional strategies to learning targets, and evaluate intervention effectiveness. Q3 is the most data-rich and action-oriented quarter.

Q4

REFLECTING & PLANNING

Spiral Review · Summative Prep · Transition Planning · Legacy

Close the year with intention. Spiral priority standards, prepare students for summative assessments, synthesize data for next year's teachers, and reflect as a team. Q4 sets the stage for a stronger PLC next year by capturing lessons learned and celebrating growth.

PRINCIPLE — A PLC is not a meeting. It is an ongoing cycle of collective inquiry and action research that happens to use meetings as one of its vehicles. The agendas in this toolkit are tools to support that cycle, not the cycle itself.

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WEEK

01

QUARTER 1 · BUILDING FOUNDATION

Launch & Learn: Getting Started as a PLC



Date: Time: Location: Facilitator: Recorder: Timekeeper:

LEARNING TARGET: Establish our PLC team identity and clarify our purpose for collaborative work this year.

AGENDA

Time	Segment	Focus
5 min	Opening	Share one hope for our PLC this year
10 min	Overview	Review the PLC at Work framework and four critical questions
15 min	Activity	Team strengths and expertise inventory
15 min	Discussion	What does effective collaboration look like for us?
10 min	Planning	Assign meeting roles and set logistics
5 min	Closing	Set intention for next meeting

DATA FOCUS: What baseline data do we currently have about our students? List all available data sources and their most recent results.

ACTION ITEMS

Who	What	By When

NOTES & REFLECTIONS

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Page 12

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WEEK

18

QUARTER 2 · DEEPENING PRACTICE

Quarter 2 Reflection & Mid-Year Assessment



Date: Time: Location: Facilitator: Recorder: Timekeeper:

LEARNING TARGET: Reflect on our team's growth in Q2 and assess our collaborative effectiveness at mid-year.

AGENDA

Time	Segment	Focus
5 min	Opening	Gratitude share — appreciate a teammate's contribution
10 min	Review	Summary of Q2 work — data analysis, interventions, CFA 2 results
15 min	Discussion	Are our norms still serving us? Do any need revision?
10 min	Self-Assessment	Rate our team on the four critical questions (1-5 scale)
10 min	Plan	Set one specific SMART goal for Q3 based on our mid-year assessment
5 min	Closing	Read our mission statement and recommit for second semester

DATA FOCUS: At mid-year, what is our overall student proficiency rate? How does this compare to our beginning-of-year baseline?

ACTION ITEMS

Who	What	By When

NOTES & REFLECTIONS

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Page 29

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QUESTION

Q
1

CRITICAL QUESTION 1

What do we want students to learn?

WHY IT MATTERS

This question focuses our collective work on the most essential standards and learning targets. By agreeing on what students must know and be able to do, we ensure equitable access to a guaranteed and viable curriculum for every student, regardless of which classroom they are in. Without this agreement, every subsequent PLC conversation becomes unstable — there is no shared "what" against which to measure student learning or plan interventions. Investing the time to reach consensus on priority standards is the single highest-leverage move a PLC can make in Quarter 1.

KEY ACTIONS FOR YOUR TEAM

- Identify priority standards using criteria of endurance, leverage, and readiness.
- Unwrap standards into specific, measurable learning targets.
- Create student-friendly "I can" statements.
- Agree on the pacing of instruction for each unit.
- Document and post priority standards where the team and students can see them.

DATA TO CONSIDER

- State and district curriculum standards documents
- Pacing guides and assessment calendars
- Prior year assessment data on specific standards
- Vertical alignment documents showing what comes before and after
- School improvement plan priorities

PITFALLS TO AVOID

- Trying to cover all standards equally instead of prioritizing the few that matter most.
- Working in isolation — each teacher must agree on the SAME priorities, not their own.
- Focusing only on content and neglecting skills and dispositions.
- Treating the standards list as fixed — revisit priority decisions after each CFA cycle.

SPIN PROTOCOL

PURPOSE

To structure data conversations through four distinct lenses: Strengths, Problems, Inferences, and Next Steps, ensuring a balanced and actionable analysis. SPIN prevents the common PLC failure mode of jumping straight from data to action without first surfacing multiple interpretations.

WHEN TO USE

Use when analyzing unit assessment data, identifying patterns, and moving quickly toward targeted action planning. SPIN is the most versatile protocol and works well for most weekly PLC meetings.

PROTOCOL STEPS

#	Step
1	S - Strengths: Identify what the data shows is working well. Where did students perform strongly? What instructional strategies were effective?
2	P - Problems: Identify the areas of concern. Where did students struggle? Which targets had the lowest proficiency?
3	I - Inferences: Discuss potential reasons for the problems. Why might students have struggled? Consider instruction, assessment, and student factors.
4	N - Next Steps: Determine specific, actionable next steps based on the inferences. What will we do differently? How will we measure success?

TIPS FOR SUCCESS

- ✓ Spend equal time on strengths and problems to avoid deficit thinking.
- ✓ Ensure inferences are grounded in evidence, not assumptions.
- ✓ Next steps must be specific, with assigned owners and timelines.
- ✓ Resist the urge to merge Inferences and Next Steps — keeping them separate forces deeper thinking.

SMART Goal Framework & Template

A SMART goal converts a general hope ("we want students to do better in math") into a specific, measurable commitment that a team can track and adjust. SMART goals are the bridge between PLC collaboration and student outcomes — they are how teams know whether their work is making a difference. The discipline of writing a SMART goal forces the team to agree on what success looks like before instruction begins, which is the most powerful pre-assessment a team can perform.

What Makes a Goal "SMART"?

Letter	Criterion	Test Question	Example Language
S	Specific	Does the goal name the exact standard, target, and student group?	<i>"By May 15, 4th-grade students in our PLC will demonstrate proficiency on the multi-digit multiplication learning target..."</i>
M	Measurable	Can we measure progress with a specific assessment and metric?	<i>"...as measured by CFA 4, with a target of 80% of students scoring at or above proficiency..."</i>
A	Achievable	Is the target realistic given baseline data and instructional time?	<i>"...an increase from 62% baseline proficiency (CFA 1) to 80% — an 18-point gain over 30 weeks of instruction..."</i>
R	Relevant	Does the goal align with our priority standards and school improvement plan?	<i>"...aligned to the priority standard 4.NBT.B.5 and our school improvement plan goal of math proficiency growth..."</i>
T	Time-bound	Does the goal specify a deadline or milestone date?	<i>"...by the administration of CFA 4 on May 15, 2026."</i>

SMART GOAL TEMPLATE — FILL IN EACH COMPONENT

S	Specific <i>Standard / Target / Student group:</i>	
M	Measurable <i>Assessment / Metric:</i>	
A	Achievable <i>Baseline → Target gain:</i>	
R	Relevant <i>Connection to SIP / priority standard:</i>	
T	Time-bound <i>Deadline / Milestone date:</i>	

OUR COMPLETED SMART GOAL

--

Tier 2 Intervention Strategies

Tier 2 interventions are targeted, supplemental supports provided to students who have not yet reached proficiency on a priority standard. Effective Tier 2 instruction is **targeted** (addresses a specific skill gap), **timely** (begins as soon as the gap is identified), **systematic** (follows a clear protocol, not ad hoc), and **flexible** (regroups students as their needs change). The strategies below are organized by the type of learning challenge they address.

Strategy	Description	Suggested Use
Pre-Teach Vocabulary & Concepts	Front-load key vocabulary and foundational concepts in a small group 1-2 days before the whole-class lesson.	10-15 min, 2-3 students, before instruction begins
Small-Group Reteach with Manipulatives	Re-teach the concept using concrete representations (manipulatives, drawings, physical models) for students who need a different modality.	20 min, 4-6 students, during independent practice time
Scaffolded Practice with Visual Cues	Provide a worked-example foldable or visual anchor chart that students reference during independent practice.	15 min, 3-5 students, embedded in regular classwork
Error Analysis & Correction Protocol	Students analyze their own incorrect CFA responses, identify the error type, and re-attempt with a structured prompt.	15 min, individual or pairs, after CFA scoring
Peer-Assisted Learning with Structured Roles	Pair a slightly more advanced peer with a struggling student; both complete the same task with structured roles (solver, questioner).	15 min, pairs, 2-3 times per week
Guided Reading/Math Group with Targeted Skill	Small-group instruction focused on a single isolated skill that is blocking proficiency on a larger target.	20 min, 3-4 students, 3 times per week
Pre-Teach Lesson Preview	Brief preview of the next day's lesson for selected students so they enter the lesson with prior exposure.	10 min, 4-5 students, end of preceding day

Enrichment Extension Menu Framework

Enrichment is the intentional design of deeper, more complex learning opportunities for students who have demonstrated proficiency on a priority standard. Effective enrichment is **not** more of the same work, faster completion of regular work, or being used as a peer tutor. Effective enrichment deepens understanding through increased depth, complexity, novelty, or autonomy. The Extension Menu is the most versatile enrichment structure because it offers student choice while ensuring all options address the same priority standard.

The Four Dimensions of Enrichment

Dimension	What It Looks Like	Example
Depth	Going deeper into the same topic — exploring underlying concepts, mechanisms, or relationships	Instead of identifying the main idea, analyze how the author's word choice influences the reader's perception of the characters.
Complexity	Connecting the topic to other disciplines, systems, or perspectives	Instead of solving a ratio problem, design a real-world scenario where a ratio problem is used to solve a more complex problem.
Novelty	Approaching the topic through a different lens or format	Instead of writing the original instruction, create a 60-second video explaining the concept.
Autonomy	Giving the student choice in topic, product, or process	Choose which of the tasks you find most interesting to complete, while still addressing the same priority standard.

EXTENSION MENU TEMPLATE

Priority Standard: _____ Learning Target: _____

CHOICE 1 Depth	CHOICE 2 Complexity	CHOICE 3 Novelty
CHOICE 4 Autonomy	CHOICE 5 Depth + Complexity	CHOICE 6 Novelty + Autonomy

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Inside the Complete Mega Bundle

105 pages · 14 sections · 36 weekly agendas · 5 protocols · and much more

FOUNDATIONS

- PLC at Work Overview
- 4 Critical Questions
- Year-Long Visual Journey
- How to Use Effectively
- Facilitator's Quick-Start

WEEKLY AGENDAS

- 36 Weekly Agendas
- Q1: Building Foundation
- Q2: Deepening Practice
- Q3: Analyzing & Adjusting
- Q4: Reflecting & Planning

TOOLS & PROTOCOLS

- 4 Critical Question Cards
- 5 Data Protocols
- Team Norms Workshop
- Year-Long PLC Planner
- Meeting Reflection Form

MEGA BUNDLE EXTRAS

- SMART Goal Templates
- Intervention Strategy Bank
- Enrichment Extension Menus
- CFA Design Checklist
- Data Analysis Worksheets
- Coach Look-Fors
- Glossary & References

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