

LIFT PLCs Participant Guide

PLCs Facilitator Training

Introduction

Opening

We're glad you're here!

Please access your copies of the:

- [Slide Deck](#)
- [Attributes of Effective PLCs Guide](#)
- PLC Mapping Materials:
 - [Example PLC Map](#)
 - [PLC Map - Template 1](#)
 - [PLC Map - Template 2](#)
- PLC Agenda Materials
 - [Example PLC Agenda: RLA K-5](#)
 - [Example PLC Agenda: Math K-5](#)
 - [Example PLC Agenda: Secondary Math](#)
 - [PLC Agenda - Optional Template](#)

Objectives

During the session, you will:

- Identify characteristics of effective collaboration and the facilitator moves that support effective PLCs
- Begin long-range PLC planning by mapping a coherent arc of PLC work across an upcoming instructional cycle, unit/module, or priority area
- Identify necessary components of effective PLC agendas
- Draft or revise a PLC agenda aligned to a specific PLC purpose and long-range PLC plan
- Practice facilitating a brief opening portion of a PLC, including naming the purpose, clarifying roles, and launching the first task

Guiding Question

In your experience, what is the impact of effective facilitation on PLCs? What are the potential impacts when strong facilitation for PLCs is not in place?

Grounding in the Attributes of Effective LIFT PLCs

Attributes of Effective LIFT PLCs Guide: Review

Independently, skim the [Attributes of Effective LIFT PLCs Guide](#) you reviewed for pre-work, noting anything that might be especially relevant for PLC Facilitators.

Attributes of Effective LIFT PLCs Guide: Discuss

Which expectations in this guide most directly shape the role of the PLC Facilitator?

What must PLC Facilitators ensure before, during and after PLCs?

How might this document influence PLC planning?

Reflection and Discussion

Based on the Attributes Guide, what must facilitators make clear, protect, or reinforce during PLC time?

How might leveraging this Attributes Guide strengthen the PLC experience for teachers, and consequently, students?

Key Ideas

Effective PLCs should be grounded in instructional purpose, evidence of student learning, high-quality instructional materials, and clear next steps.

Facilitators help translate expectations into concrete meeting structures, agendas, prompts, roles, and decisions.

Notes:

Characteristics of Effective Collaboration

Guiding Question

When you hear the phrase “effective collaboration,” what comes to mind?

Collaboration in the Attributes Guide

What language in this guide connects to effective collaboration?

Brainstorm: What are the components of effective collaboration?

Determine the five most essential components of effective collaboration in LIFT PLCs.

Use words or phrases, and ensure your group comes to a consensus about the five most essential components.

Effective collaboration in LIFT PLCs is...

1.
2.
3.
4.
5.

Key Idea

To develop strong collaboration, a PLC facilitator must understand what that collaboration looks like and sounds like, and work diligently to create those conditions.

Notes:

Long-Range Planning: PLC Mapping

Components of a PLC Map

- PLC dates and/or meeting window
- Purpose of each PLC
- Unit/module, curriculum anchor, or instructional cycle
- Instructional focus or priority
- Anticipated product, decision, or next steps
- Likely agenda focus
- Connection to Attributes and/or district expectations
- Preparation needed before the PLC

Examine an Example PLC Map

[Example PLC Map](#)

How might a PLC map, prepared ahead of time, support both PLC facilitators and participating teachers?

What potential PLC barriers could a PLC map help prevent?

How can a thoughtful PLC map support effective collaboration?

What systems would need to be in place for a PLC map to function effectively?

Independent PLC Mapping

For each scheduled PLC, your map should include:

- Purpose
- Bluebonnet Learning anchor
- Agenda focus (PLC protocol: unit/module internalization, lesson internalization, lesson rehearsal, or student work analysis)
- Goal or anticipated outcome

[PLC Map - Template 1](#)

[PLC Map - Template 2](#)

PLC Mapping: Share Out

Where does the map show a clear arc of PLC work?

Where does the map still feel reactive, vague, or disconnected?

What would a facilitator need to prepare in order for these PLCs to be successful?

Key Idea

PLC mapping is an effective way to ensure PLCs follow a coherent cycle of learning for teachers, and prevent potential barriers by considering them in advance.

Notes:

Agenda Development

Steps for Building a PLC Agenda

1. Internalize the unit/lesson materials.
2. Consider teacher needs, student needs, and effective collaboration.
3. Draft a PLC agenda.

Steps 2 and 3: Developing an Agenda

A PLC agenda should include the following:

- Clear objective/outcome that guides the session
- Time stamps
- Guiding questions for teachers derived from the Lesson Internalization Protocol
- (and/or coach guide)
- Teacher pre- and post-work clearly indicated
- Attention to community-building and collaboration

Examining Sample Agendas

Example PLC Agendas

- [Example PLC Agenda: RLA K-5](#)
- [Example PLC Agenda: Math K-5](#)
- [Example PLC Agenda: Secondary Math](#)

Where do you see evidence of the criteria we just named?

Creating a PLC Agenda

Look back at the PLC map you began developing earlier. Consider the first PLC you plan to facilitate this upcoming year. With this specific PLC in mind, draft a PLC agenda. For this task, you'll need to:

- Internalize the unit/lesson materials.
- Consider teacher needs, student needs, and effective collaboration.
- Draft a PLC agenda: [PLC Agenda - Optional Template](#)

Key Ideas

A strong PLC agenda improves collaboration, enhances teachers' content knowledge, and ensures a productive learning experience for all members of the PLC.

Notes:

Basics of PLC Facilitation: Technical and Adaptive Moves

Change Management Mix & Match

Assign either technical or adaptive to each challenge, and as time permits brainstorm a potential solution if one is available within your role.

1. The PLC is supposed to focus on student work analysis, but several teachers do not bring student work, exit tickets, or assessment data. As a result, the conversation stays general instead of evidence-based.
2. PLCs are frequently shortened, canceled, or interrupted because of coverage issues, announcements, testing logistics, or other campus priorities.
3. During lesson internalization, teachers focus on what they dislike about the curriculum materials. They point out confusing directions, pacing concerns, or activities they would rather replace, but they do not discuss how to support students in accessing the lesson.
4. The stated purpose is to “plan for next week,” but the meeting includes pacing updates, student behavior concerns, curriculum questions, assessment reminders, and lesson planning. The team leaves without a clear instructional next step.
5. The PLC is using HQIM, but the district pacing calendar requires teachers to move through units faster than the materials reasonably allow. Teachers feel pressure to “cover” lessons instead of deeply internalizing, teaching, and responding to student understanding.

Independent Planning & Revision

Revisit one of the planning documents you began working on today: either your PLC Map or your PLC agenda. For your selected document, complete the following:

1. Identify 1–2 technical or adaptive challenges that could interfere with successful implementation of your planning document.
2. For each challenge, decide whether it is technical, adaptive, or both. Then determine whether it is within your locus of control.
3. Revise your document to proactively address the challenge. Add or adjust the pre-work, protocol, facilitation moves, evidence/artifacts, agenda timing, discussion prompts, or closing action step so the solution is embedded directly into the plan.

PLC Facilitator Essentials

- ☐ Leverage the Attributes of Effective LIFT PLCs Guide and the LIFT PLCs Observation Tool to periodically self-audit PLC quality.
- ☐ Use the PLC Map as the foundation to plan each PLC, but do consider this a living document and revise it as needed in response to PLC needs.
- ☐ Do the work of thoughtfully and intentionally designing agendas
- ☐ Set clear intended outcomes and internalize them ahead of facilitation

- ☐ Prepare to actively facilitate by reviewing the focus protocol and its corresponding observation tool, as well as relevant Bluebonnet Learning materials.

Which essentials do you feel confident about?

Which essentials will be opportunities for growth?

Key Idea

As PLC Facilitators, we must think and plan proactively against technical and adaptive challenges, leaning on our PLC structures and effective collaboration.

Notes:

Closing

Synthesize your Learning

How has your understanding of what it takes to be an effective PLC Facilitator changed over the course of this session?

How will your approach to designing PLC maps and a PLC agenda change as a result of today's learning?

Next Steps

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Notes: