

**Providing Reading Interventions for Students in
Middle School (PRISMS) Toolkit**

Implementation Guide

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Introduction

The Providing Reading Interventions for Students in Middle School (PRISMS) Toolkit equips school leaders, district staff, and educators, including reading interventionists, with resources and professional learning activities to enhance instruction and improve reading skills for students in grades 6-8 who are reading below grade level. Based on the evidence-based reading intervention practices presented in the What Works Clearinghouse (WWC) practice guide [Providing Reading Interventions for Students in Grades 4-9](#), the toolkit aims to support implementation of the practice guide recommendations. This Implementation Guide is for **school leaders, toolkit coordinators** (further described in Appendix A), **coaches**, and other **instructional leaders** to support implementing all toolkit components.

This guide has three goals:

- Provide toolkit team members with an overview of the PRISMS Toolkit components.
- Support school-level implementation of the practice guide recommendations.
- Facilitate implementation and scaling of the toolkit by enhancing institutional support.

Toolkit team members will engage in various aspects of implementing the toolkit at the district, school, and classroom levels. They are responsible for evaluating school-level needs, designating support for staff completing the online professional learning modules, participating in the PLC sessions, and









ensuring the effective integration of the components into the school's instructional framework. The team should be diverse, including PLC participants or facilitator, school or district support roles, staff with administrative decision making authority, and staff who work directly with students. Appendix A details these roles, including school leaders, district staff, and those who provide instruction and understand school functions. This team should work collaboratively to ensure effective implementation of the PRISMS Toolkit.

The toolkit has four key components that provide resources and tools for educators, administrators, and literacy leaders:

- Educator implementation tools
- Online professional learning modules
- Professional learning community (PLC) facilitator resources
- Administrator and leader resources

Together, these components inform educator practice and support middle school student reading by incorporating the practice guide recommendations. Each component features a unique set of icons designed to guide users by highlighting activities and key steps. Appendix B provides an overview of these icons, including the images and brief descriptions.

To plan and guide decision making for implementing the components, follow the steps outlined below and further described in the subsequent sections. These steps occur in three phases: *before*, *during*, and *after* the start of the toolkit's professional learning activities. This guide provides detailed guidance on implementing each step, ensuring that all team members work together to improve student reading outcomes.

	Implementation Step	Who is involved
BEFORE	 Assess need and readiness <ul style="list-style-type: none"> Review the WWC Practice Guide. Familiarize yourself with the Implementation Guide. Complete the Planning and Support Tool. 	<div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div>
	 Identify PLC facilitator and educator participants <ul style="list-style-type: none"> Identify a PLC facilitator to lead the professional learning. Include all staff who will teach reading intervention in the PLCs. 	<div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div>
	 Create professional learning community schedule <ul style="list-style-type: none"> Review the example PLC schedule. Review the toolkit ingredients (see Appendix C in the Implementation Guide). 	<div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div> <div style="border: 1px solid green; border-radius: 10px; padding: 2px; display: inline-block;">PLC Facilitator</div>
DURING	 Facilitate and engage in professional learning <p>Follow your PLC schedule to:</p> <ul style="list-style-type: none"> Use the PLC Facilitator Guide. Complete the educator implementation tools. Complete the professional learning modules. Plan and implement the recommended practices. 	<div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Educators</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">PLC Facilitator</div>
	 Provide ongoing support <p>Ensure adequate time, space, and resources to engage in effective professional development.</p>	<div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">PLC Facilitator</div>
	 Evaluate implementation of recommendations <ul style="list-style-type: none"> Use the practice guide recommendations in classrooms. Use the Walkthrough Tool to determine strengths and areas for more support. 	<div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Educators</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div> <div style="border: 1px solid orange; border-radius: 10px; padding: 2px; display: inline-block;">PLC Facilitator</div>
AFTER	 Assess and address barriers <p>Revisit the Planning and Support Tool to identify current needs.</p>	<div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">Educators</div> <div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div> <div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">PLC Facilitator</div>
	 Plan to sustain implementation <p>Plan for continued professional learning and implementation of the reading interventions.</p>	<div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">Instructional Leader</div> <div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">Educators</div> <div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">Toolkit Coordinator</div> <div style="border: 1px solid purple; border-radius: 10px; padding: 2px; display: inline-block;">PLC Facilitator</div>

Assess need and readiness

- **Build familiarity with the practice guide recommendations and the PRISMS Toolkit.** Review the four recommendations in the [practice guide](#), and the [Introduction to the Toolkit](#) to better understand how the toolkit addresses the recommended evidence-based practices.
- **Evaluate school-level systems and processes for implementing high-quality academic reading interventions.** Interventions using the recommended practices will be more effective and sustainable if certain elements are in place. Use the [PRISMS Planning and Support Tool](#) to identify your school or district’s strengths and areas of need.
- **Integrate the PRISMS Toolkit into school goals and improvement plans.** Review student reading data to determine if improving reading outcomes for students below grade level is a priority and if the school has the capacity to implement the toolkit components and recommendations. If reading or literacy support is a priority, consider how the PRISMS Toolkit can support those goals. Align the toolkit professional learning with school and district goals, including attending to staff engagement and buy-in about the “why” of the work so as not to add additional responsibilities to participating educators.

As needed, identify additional resources to support your student population.

- Does your school need reading supports for multilingual learners? Check out the WWC practice guide [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#).
- Do a large number of students need reading support? The WWC practice guide [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) guides schoolwide reading support for Tier 1 or core instruction.

Identify PLC facilitator and participants

Identify participants

The PLCs and modules are for educators supporting middle school students who are reading below grade level. These educators may include staff who are reading interventionists, instructional coaches, special educators, multilingual learner specialists, and any middle school educators involved in providing or supporting reading interventions.

There is no specific evidence suggesting an ideal PLC group size. When forming a PLC, the dynamics of existing relationships and how to facilitate the PLC with varying group numbers. Ideally, a PLC cohort should be large enough to provide a variety of perspectives while remaining small enough to allow each member to receive individualized support. In larger groups, the use of breakout discussions, whether virtual or with in-person, is especially helpful for facilitating in-depth conversation, fostering strong relationships among members, and ensuring that every participant can contribute meaningfully.

Some schools may only have one or two educators who support middle school students reading below grade level. If this is the case, consider collaborating with educators in similar roles in other schools or districts through a virtual PLC.

Identify a PLC facilitator

Toolkit team members should look within their current staff to identify the most suitable facilitator for the PLC series. Schools ideally will consider the following:

- Identify staff members who already have strong knowledge of literacy and reading skills, effective facilitation skills, and experience leading and facilitating PLCs.
- Seek individuals committed to collaborative learning, who can foster a supportive environment and have successfully implemented literacy interventions.
- Consider those who have experience in instructional coaching or have received specialized training in literacy education.
- Prioritize staff members who have credibility and established relationships with other staff. Their familiarity and trust with colleagues will enhance collaboration and buy-in during the PLC sessions.

Create a professional learning schedule

Scheduling tips

Create an implementation schedule that outlines when each toolkit activity will occur. The following items outline considerations for developing the schedule. An [Example Schedule](#) is available for your reference.

- Schedule PLC sessions every three to four weeks to maintain momentum and engagement and allow flexibility for holidays, testing periods, and other school events.
- Allow at least three weeks between PLC sessions for educators to plan, implement interim activities, complete the Educator Reflection and Implementation Tools, and practice the recommended strategies.
- Schedule PLC sessions during common planning times, before or after school to accommodate educators, administrators, and facilitators.
- The PLC sessions are designed to last 60 minutes but are adjustable as needed:
 - **Shorter sessions:** If sessions are shorter, facilitators may remove the recommendation reflection activity and case study reflections at the start of sessions 3-8. Facilitators can still communicate with participants via email between sessions.
 - **Longer sessions:** If more time is available, participants can spend more time planning for the practice guide recommendations and practicing implementation with others. However, back-to-back sessions should be avoided to allow participants to implement strategies with students.
- Build flexibility into the schedule to handle unforeseen circumstances, such as school closures or other interruptions, and include contingency plans for rescheduling missed sessions.
- Communicate the schedule and expectations to all participants, ensuring that they can plan accordingly and coordinate with their respective teams.

Determine the best facilitation format for PLCs

Consider the following items when identifying the PLC format (that is, in-person, virtual, or hybrid):

- Consider participants' preferences, technology access, and comfort levels with virtual platforms versus in-person settings.
- Determine the availability of facilities for in-person training, travel requirements, and any health and safety protocols that might impact in-person gatherings.
- Evaluate how the mode of delivery affects participant engagement and interaction. Hybrid models can offer flexibility but require careful planning to ensure effective participation.
- Ensure that the necessary technology and resources (such as laptops and internet access) are available and accessible to all virtual or hybrid training participants.
- Consider the cost implications of each mode of delivery, including accommodations for in-person training if staff travel to a central site and any technological investments needed for virtual or hybrid formats.
- Assess which mode provides the most flexibility and accessibility for participants, particularly those with varying schedules or geographic locations.

Identify resources needed to implement the toolkit

The PRISMS Toolkit includes the main components of the professional learning modules and PLCs, as well as a variety of tools to support the implementation of professional learning on reading interventions. Identifying all the resources, or ingredients, needed to implement the PLC sessions and modules can support school and district decision making regarding the toolkit. The ingredients, including personnel, facilities, equipment, and materials, are in Appendix C. School and district leaders also should consider indirect costs, which are resources not specifically purchased for implementing the toolkit, such as materials, staff work time, computer network or internet, and administrative expenses.

Tips for school leaders:

- Allocate dedicated time within the workday for educators to complete the online modules, such as during professional development days or planning periods.
- Pause or redistribute other responsibilities held by participants during the professional learning period.
- Ensure access to necessary technology and on-site technical support so that educators can seamlessly access and navigate the modules.
- Provide clear guidance for module completion, including timelines and opportunities for learning application.

Facilitate and engage in professional learning

Facilitators use the [PLC Facilitator Guide](#) and the PowerPoint slide decks to lead PLC sessions, providing educators with opportunities to learn, discuss, and reflect on the practice guide recommendations. The guide serves as a resource for preparing and facilitating these sessions. Before conducting sessions, facilitators should read and familiarize themselves with the guide, the accompanying handouts, and the slide decks. The guide includes a list of materials at the beginning of each session. Facilitators should ensure that those materials are in place or available to participants before the start of each session. Facilitators also should maintain a detailed attendance list for each session to track participation, identify attendance patterns, and follow up with educators who may need support.

Additional team members can support implementation by conducting informal observations of PLC sessions, providing immediate feedback, and understanding session dynamics. Team members should hold regular check-ins with the PLC facilitator to discuss progress and address challenges.

The professional learning schedule organizes the practice guide recommendations into five modules, each with a corresponding PLC. After completing each PLC, educators will focus on implementing one specific recommendation.

Facilitators should encourage participants to combine recommendations where appropriate. For example, while teaching a multi-syllabic word decoding routine (Recommendation 1), educators can also teach the meanings of words and word parts (Recommendation 3A). Opportunities for integrating these practices are highlighted throughout the professional learning modules.

Provide ongoing support

During professional learning, school and district leaders can support facilitators and participants in the following ways:

- Protect dedicated time for professional learning activities.
- Regularly check in with the facilitator and participants to identify additional support needs and confirm that the time and space allocated for professional learning are sufficient.

- Regularly check in with participants to ensure they have the time and resources to practice implementation of the practice guide recommendations that are the focus of the current module and PLC.
- Allow time during and after sessions for reflection and feedback to assess the effectiveness of the PLC and adjust the schedule or content as needed to meet participant needs.

Evaluate implementation of recommendations

It is important to assess the quality of implementation of the practice guide recommendations in grades 6-8 reading interventions. Gather relevant information through one or more of the following activities:

- Facilitate discussions with both reading intervention staff and content-area teachers to understand the alignment between classroom instruction and targeted interventions. The goal is to support collaboration, enabling students to practice and better generalize new skills.
- Use the [Walkthrough Tool](#) to observe educator implementation of practices.
- Review the needs and obstacles that educators identified during the modules and PLCs.
- Reflect on the level of success of the professional learning modules in changing intervention practices.

Assess and address barriers

Using the previously completed [PRISMS Planning and Support Tool](#), team members should review any previously developed goals and assess progress on implementing the PRISMS Toolkit.

- Evaluate participation and attendance; gather feedback from participants using surveys, interviews, or the exit tickets completed by participants at the end of each PLC on strategies to encourage consistent involvement and accountability; and assess whether educators have had adequate time and support to apply new practices.
- Review any reading-focused goals or goals specific to implementing the PRISMS Toolkit.
- Identify any remaining barriers to implementing the toolkit.
- Determine needs for additional capacity building. Consider aspects such as staff training, availability of instructional materials, and technological resources.

- Discuss potential adjustments to the implementation plan based on feedback and observed outcomes. Ensure that a plan exists for ongoing support and professional learning to facilitate the toolkit’s impact on practice and student outcomes.

Plan to sustain implementation

A vision for the PRISMS Toolkit beyond one school year is essential to sustain implementation of the practice guide recommendations. To support participating educators in sustaining implementation, the PLC sessions culminate with dedicated time to plan for future learning and implementation for the subsequent school year. In addition, consider the following tips when developing a plan to sustain implementation:

- Identify how educators new to the school can participate in toolkit professional learning. Consider building ongoing PLC support for new staff members by creating ongoing PLC groups (for example, a districtwide or cross-district PLC).
- Evaluate whether participants need to revisit or cover any modules in more depth.
- Create time and allow previous participants to revisit portions of the toolkit to increase staff capacity to continue implementing the recommendations. Previous participants may benefit from revisiting their [Educator Reflection Tool](#) and [Educator Goal Setting Tool](#) to set goals and determine whether specific video modules will drive their instruction forward.
- Identify and plan to train content area staff on the toolkit implementation steps that could support instruction in content area courses.

The PRISMS Toolkit is not intended to replace the use of evidence-based reading intervention programs. Educators using the toolkit will build knowledge of the practice guide recommendations and be able to make better informed intervention program choices.

You can use the [Adolescent Literacy Intervention Selection Tool \(A-LIST\)](#) as a resource for evaluating the extent to which existing intervention programs:

- Align with recommendations from the practice guide.
- Support multilingual learners.

Appendix A. Toolkit team members and role descriptions

The PRISMS Toolkit team members will participate in various aspects of the implementation of the toolkit materials, whether at the district or school level or the intervention setting level. This appendix, divided into direct participants and school or district support roles, describes team members to support the development of a diverse team. Team members should understand their role in the implementation of the toolkit. Assigning specific responsibilities ensures clarity on the tasks to be completed.

Direct Roles

- A **PLC facilitator** (that is instructional coach, principal, content-area administrator) ensures successful implementation of the PLC sessions. Responsibilities include reviewing the full content of the toolkit, including the practice guide; communicating directly with the PLC participants regarding the sessions; coordinating meetings; reviewing materials before meetings; and facilitating each meeting.
- **The toolkit coordinator** (that is instructional coach, principal, content-area administrator) is the school or district champion. Toolkit implementation will be most successful when an individual champions the work. In some cases, the coordinator also may serve as the PLC facilitator. The coordinator will launch the toolkit learning and maintain ongoing communication with the participating educators.
- **The instructional leader** (that is principal, content-area administrator) ensures the successful implementation of professional learning modules and the practice guide recommendations within their school. They communicate goals to staff; schedule and coordinate professional learning sessions; monitor implementation; and provide ongoing support and resources to educators, such as feedback via the [Walkthrough Tool](#).
- **Educators providing reading intervention** (that is, literacy teachers, interventionists) are the focus of the PRISMS Toolkit. Educators participate in the professional learning modules and PLC sessions and implement the associated practices with their students. In addition, they are observed briefly during walkthroughs to receive formative feedback.

Support Roles

- The **district leader** ensures the effective implementation and sustainability of the professional learning modules and practice guide recommendations across all applicable schools in the district. They support coordinating districtwide professional learning activities, monitor implementation, and provide ongoing support and resources to schools.
- The **instructional coach** supports educators in implementing the practice guide recommendations and professional learning modules. They provide feedback on instructional practices, offer ongoing support, and allocate additional resources to educators.

Appendix B. PRISMS icons

The PRISMS Toolkit uses icons to highlight activities and key steps in each component. Each component features a unique set of icons designed to guide users. This appendix provides an overview of these icons, including the images and brief descriptions.

Educator implementation tools

Recommendation/
Checklist icon



Goal-Setting Tool icon



Reflection Tool icon



Online Modules icon



PLC facilitator resources

PLC icon



Email icon



Discussion icon



Debrief icon



Define Session Goals icon



Learn and Confirm icon



Collaborate and Practice icon



Reflect, Plan, and Implement icon



Professional learning modules

Consider It icon



Read About It icon



See It icon



Think About It icon



Try It icon



Solidifying Our Knowledge icon



Use It icon



Connect It icon



Check for Understanding/Start
Knowledge Check button icon



Key Points icon



Apply It icon



Appendix C. Toolkit ingredients

Implementing the [Providing Reading Interventions for Students in Middle School \(PRISMS\) Toolkit](#) requires several key resources. The table below lists each of the required resources, along with the quantity needed and a description of the resource. The list assumes implementation of the full toolkit, including five online learning modules and 10 professional learning community (PLC) sessions, completed over the course of one academic year.

Resources needed for full implementation of the *Providing Reading Interventions for Students in Middle School (PRISMS) Toolkit*

Resource	Quantity	Description
Time for planning, professional learning, instruction, and supporting staff		
Educator professional development time	Per educator, total of 24.75 hours , including time to: <ul style="list-style-type: none"> • Prepare for PLC sessions: 5 hours • Attend the PLC sessions: 9.5 hours • Complete five online learning modules: 6.25 hours • Participate in two classroom walkthroughs with instructional coach: 2 hours • Participate in a 30-minute pre-walkthrough meeting and a 30-minute post-walkthrough meeting with instructional coach for the two classroom walkthroughs: 2 hours 	<p>Time for participating middle school educators (such as literacy teachers or interventionists) to prepare for and attend PLC sessions, complete online modules, and participate in classroom walkthroughs.</p> <p>Preparation work includes reviewing the Introduction to the PRISMS Toolkit, completing the Educator Reflection Tool, and reviewing the Educator Goal-Setting Tool.</p> <p>During the walkthroughs, an instructional coach observes instruction and provides feedback on implementation of the recommended instructional strategies. The instructional coach also conducts meetings before and after the walkthrough.</p>
Educator instructional time	Approximately 1 hour to incorporate each instructional strategy in a reading lesson, including 30-45 minutes of planning time and 15-30 minutes for implementation	Time for educators to implement each of the recommended instructional strategies. This can include time educators already use for reading instruction.

Resource	Quantity	Description
Facilitator time	Per facilitator, total of 41.5 hours , including time to: <ul style="list-style-type: none"> • Facilitate introductory PLC session: 0.5 hours • Facilitate PLC sessions 1-9: 9 hours • Prepare for each PLC session and review online learning module content: 32 hours 	Time for the facilitator (such as instructional coaches, principals, or content-area administrators) to plan and lead the introductory PLC session and the nine other PLC sessions. This also includes time to review the online learning module content and support educators' completion of the online learning modules. <p><i>Note that depending on the facilitator's role in the school, they may also serve as the toolkit coordinator, instructional leader, or some other combination of toolkit roles.</i></p>
Toolkit coordinator time	Per toolkit coordinator, time to: <ul style="list-style-type: none"> • Oversee launch of the toolkit, including completing the 5-page Planning and Support Tool before implementing the professional learning activities and after the toolkit has been implemented • Maintain ongoing communication with the participating educators 	Time for the toolkit coordinator (such as instructional coaches, principals, or content-area administrators) to launch the toolkit learning and maintain ongoing feedback with the participating teachers. <p><i>The toolkit coordinator is the school or district champion who obtains buy-in from participating educators and ensures they feel supported throughout toolkit implementation.</i></p>
Instructional leader time	Per instructional leader, time to: <ul style="list-style-type: none"> • Support the toolkit coordinator in completing the 5-page Planning and Support Tool, as needed • Support implementation of the online learning modules and practice guide recommendations within their school • Communicate with and provide ongoing support to participating facilitators and educators 	Time for the instructional leader (such as principals or content-area administrators) to support implementation within their school. This includes communicating goals with participating educators, scheduling and coordinating the PLC sessions, ensuring completion of the online modules, monitoring implementation, and providing ongoing support and resources (such as necessary technology and printed materials) to educators. <p><i>The instructional leader ensures the successful implementation of professional learning modules and the practice guide recommendations within their school.</i></p>

Resource	Quantity	Description
District leader time	Per district leader, time to: <ul style="list-style-type: none"> • Support schools, facilitators, and participating educators in implementing the toolkit • Provide ongoing support to facilitators and participating educators 	Time for the district leader to ensure effective implementation and sustainability of the professional learning modules and practice guide recommendations across all applicable schools in the district. This could include coordinating districtwide professional learning activities, monitoring implementation, and providing ongoing support and resources to schools.
Instructional coach time	Per participating educator, a total of 5 hours for two walkthroughs, including time to: <ul style="list-style-type: none"> • Plan for, schedule, and facilitate pre-walkthrough meetings: 2 hours • Conduct educator walkthroughs: 2 hours • Plan for, schedule, and facilitate post-walkthrough meetings with the educator: 1 hour 	Time for the instructional coach to provide formative feedback to educators completing the toolkit activities. For each of the two walkthroughs with participating educators, the instructional coach will facilitate a pre-walkthrough discussion to establish the focus of the walkthrough; complete the classroom walkthrough; and plan and facilitate a post-walkthrough meeting with the educator to identify areas of strength and areas for continued refinement of practice.

Materials, equipment, and facilities

Materials to access toolkit or toolkit implementation materials	<ul style="list-style-type: none"> • Computer or tablet • Internet connection • Printer <p><i>Note: Not intended to indicate the need for a new computer, tablet, or printer; simply access to a computer or tablet with internet connection and a printer</i></p>	Access to a computer or tablet with internet connection to access the online toolkit materials and attend virtual meetings, if applicable; printer for printing hard copies of toolkit materials or other implementation materials, including the Facilitator Guide, Participant Workbooks, Educator Goal-Setting Tool, Educator Reflection Tool, and Walkthrough Tool for instructional coaches.
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Resource	Quantity	Description
Materials for PLC sessions	<p><i>For in-person PLC sessions:</i></p> <ul style="list-style-type: none"> • Meeting room (such as a classroom or conference room) • Projector to display PowerPoint slides • Pencils, paper, chart paper, sticky notes, and markers • Printed versions of the community agreements, practice guide, and exit tickets <p><i>For virtual PLC sessions:</i></p> <ul style="list-style-type: none"> • Virtual meeting space (such as video conference set up) • Whiteboard or other shared collaborative document or tool that allows for virtual sticky notes and comments • Electronic versions of the community agreements, practice guide, and exit tickets <p><i>For hybrid PLC sessions:</i></p> <ul style="list-style-type: none"> • Combination of in-person and virtual resources, as needed 	<p><i>PLC sessions are intended to be delivered either in person, virtually, or via a hybrid approach.</i></p> <p>In-person sessions require a room that can accommodate the intended number of in-person participants plus accompanying materials (e.g., projector, chart paper, sticky notes) to display PLC slides and lead small-group discussion activities.</p> <p>Virtual meetings require space for delivering online or hybrid sessions plus an online whiteboard or other shared collaboration tool for leading small-group discussion activities.</p> <p>Will need printed or electronic versions of the PLC community agreement, practice guide, and exit ticket for each PLC session.</p>



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