

**PLC Feedback Form
Site Summary**

Site :
Observer :

Date :
Total Number of Observations :

Meeting Structures	Obs	Notes
Time & location established		
Meeting starts and ends on time		
Agenda set & distributed prior to meeting		
Participants have copy during PLC		
Agenda followed		
Roles assigned		
Roles maintained		
Group norms adhered to during PLC (if different than Norms of Collaboration)		
Learning Focused (can be multiple answers)	Student Data : Curriculum Design :	Study Group : Observation Data :
What do students need to learn?		
How will I/we know if they learned it?		
What will I/we do if they don't learn it?		
What will I/we do if they already know it?		
Results Oriented	Obs	Notes
SMART goal identified/reviewed as part of the reflective cycle S: Strategic & specific/M: Measureable;/A: Attainable/R: Results-oriented/T: Time bound		
Data or research used to drive the conversation (Objective focus)		
Action steps from last meeting addressed/reviewed/adjusted		
Next steps determined		

Culture of Collaboration	Obs	Notes
Norms of Collaboration established & followed		
Pausing		
Paraphrasing		
Putting inquiry at the center		
Probing		
Placing ideas on the table		

Paying attention to self and others		
Positive presupposition		
Dialogue to develop a shared understanding		
Each participant invited to share		
Participants listen to each speaker without interruption		
Discussion to reach a decision		
Generate ideas		
Organize ideas		
Analyze ideas		
Make a decision		

PLC Element	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
Student Learning Focus	Disconnected school based topics	Topics address student data but do not build toward a collaborative plan, or a school wide focus such as common assessments is instituted decisions are not based on student and instructional data and implementation is not monitored and adjusted based on that data.	Group focus based on student and instructional data that fits the SMART goal requirements.	Group focus/SMART goal based on student and instructional data that is part of a reflective cycle: issue is studied, instructional approach is determined and tested, results are analyzed and the cycle continues.
Collaborative/ Interdependent	Members agree to meet regularly at prescribed time to address common student learning issues.	Members meet, determine norms, and practice collaborative norms (Training may be helpful). However, beyond sharing ideas and practices, members still think and operate independently of each other.	Meeting structures and norms are established so that members can become critical of their group dynamics in order to analyze and adjust their behaviors to build trust and interdependence focused on a shared common goal for student learning.	Individual belief systems and perceptions become secondary to the group's common goal for student learning. Collaboration extends beyond the meetings to influence teaching practice. Trust is established to allow for positive critical conflict: observation of each other's practice, analysis of each other's student data, sharing of strengths and support for stretches.

Summary of observations: