

**PLC Feedback Form
Site Summary**

Site : Sample School
Observer : Kirsten Odegård

Date : January 2010
Total Number of Observations : 13

Meeting Structures	Obs	Notes
Time & location established	13	
Meeting starts and ends on time	11	
Agenda set & distributed prior to meeting	13	Most groups shared the agenda electronically
Participants have copy during PLC	2	
Agenda followed	13	
Roles assigned	12	
Roles maintained	9	
Group norms adhered to during PLC (if different than Norms of Collaboration)	0	None were identified in any groups
Learning Focused Student Data : 8 Study Group : 3 Observation Data : 3 (can be multiple answers) Curriculum Design : 4		
What do students need to learn?	12	One group looking at walk through data
How will I/we know if they learned it?	6	
What will I/we do if they don't learn it?	3	
What will I/we do if they already know it?	1	
Results Oriented	Obs	Notes
SMART goal identified/reviewed as part of the reflective cycle	3	Using reflective cycle
S: Strategic & specific/M: Measureable;/A: Attainable/R: Results-oriented/T: Time bound	2	Beginning to write SMART goals, no evidence of reflective cycle
	8	Had a goal for the meeting, not SMART goal
Data or research used to drive the conversation (Objective focus)	11	
Action steps from last meeting addressed/reviewed/adjusted	4	
Next steps determined	12	

Culture of Collaboration	Obs	Notes
Norms of Collaboration established & followed		Most teams do not seem familiar with these, but used some of the norms
Pausing	0	Most groups felt a sense of urgency to complete task due to time restrictions.
Paraphrasing	4	
Putting inquiry at the center	1	
Probing	12	Most groups asked questions for deeper understanding or clarification
Placing ideas on the table	11	Participants were able to "let go" of ideas and let the

		group modify them to best meet student needs
Paying attention to self and others	10	Consideration for group members is evident; in a few groups members talk over one another
Positive presupposition	12	Acknowledgment of team members value and shared goal of student achievement and success
Dialogue to develop a shared understanding		
Each participant invited to share	13	
Participants listen to each speaker without interruption	11	In a few groups members talk over one another
Discussion to reach a decision		
Generate ideas	13	
Organize ideas	7	
Analyze ideas	7	
Make a decision	7	

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:

PLCs at Carson Middle School demonstrate strength in sharing and refining ideas collaboratively, probing to increase understanding, and using student data or research to determine what students need to learn as the basis for their work. Some groups are beginning to utilize the SMART goal format, though often for short range or weekly goals, and the reflective cycle to examine their work. Further focus on using this cycle and SMART goals, perhaps including training for staff would be the recommended next step as the PLCs at CMS continue to grow as collaborative teams