Tool for PLC Observation and Feedback

| **Observer** | PLC | Date |
| --- | --- | --- |
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Technical Elements

Directions

Circle or check each element observed in the meeting. Use the notes column to describe your observations.

| Functions | Practices observed | Notes |
| --- | --- | --- |
| Objectives | * Objectives are clarified at the beginning of the PLC meeting. * Objectives are aligned to team goals. * Objectives are reinforced during the PLC meeting. * The next meeting’s objectives are discussed and/or set. |  |
| Agenda | * The facilitator has a plan/agenda for the discussion. |  |
| Materials | * Materials are prepared beforehand. * Relevant materials are easily viewable by all participants. * Participants have copies of the process. * The process aligns with the objective(s) of the discussion. |  |
| Roles | * Roles are established at the beginning of the PLC meeting. * All members productively participate. * Notes are recorded and made accessible for future reference. |  |
| Norms | * Norms are reviewed and discussed at the start of the PLC meeting. * Norms are visible to all participants. |  |
| Reflection and debriefing | * Participants share what they have learned and will take away from the discussion. * Participants reflect on the process of the conversation. |  |

Discussion Elements

Directions

Circle or check each element observed in the meeting. Use the Notes/evidence column to describe your observations. To be proficient overall, the team should consistently demonstrate all elements listed in the Proficient column. To be advanced overall, the team must meet all Proficient elements and should demonstrate all elements listed in the Advanced column as well.

| Discussion elements | Proficient | Advanced | Notes/evidence |
| --- | --- | --- | --- |
| Focus of the discussion | * There is an analysis of professional practices (e.g., curriculum, instruction, assessment) or of student work/data. | * Discussion encourages or leads to shifts in practices. |  |
| Adherence to a protocol | * Discussion adheres to a protocol. | * Adjustments are made as needed. |  |
| Role of standards | * Standards are identified, relevant, and connected to the conversation. | * Standards drive the conversation and analysis. |  |
| Use of data/evidence | * Data or other evidence is shared. | * Data or evidence is used to drive discussion. |  |
| Participation | * All members productively participate and contribute to the conversation. | * Participation is focused on inquiry and improvement. |  |
| Collaborative norms | * All participants model effective collaborative norms. | * Norms are explicitly referenced and reinforced to support the conversation. |  |
| Feedback | * Feedback includes useful suggestions that align to the focus for feedback. * Feedback is aligned to PLC goals. | * Feedback includes questions and suggestions that extend thinking to encourage growth and new ideas. |  |
| Praise | * Praise identifies effective practices. | * Praise connects to standards. * Praise connects to student data. |  |
| Reflection | * The PLC meeting ends with a thoughtful conversation about the process. | * Reflections make connections to the next PLC meeting. |  |