Midyear PLC Survey

This survey is intended to help us, as a school, learn more about the type of work that has occurred in PLC teams so far this year and how we can best plan our PLC work for the remainder of the year. The survey is divided into two sections: the ways in which your team has managed PLC meetings and the types of tasks on which your team has focused. Thank you for completing this survey in an honest and thoughtful manner.

Your grade level and primary subject area: _____

Team-Based Collaboration: Meeting Management

Please indicate the extent to which each of the statements below is true by circling one of the four numbers using the following scale:

1 = Very true   2 = True   3 = Somewhat true   4 = Not true

We have an agreed-upon set of meeting norms in our PLC team (for example, expectations for participant behaviors during meetings).	1	2	3	4
We follow our meeting norms consistently at PLC meetings.	1	2	3	4
Our norms help us to have productive, effective conversations.	1	2	3	4
We have clear tasks to perform at our PLC meetings.	1	2	3	4
Our tasks relate directly to student learning goals.	1	2	3	4
Our tasks are determined by consensus among our team members.	1	2	3	4
A large majority of our PLC time (80 percent or more) is spent on tasks related to student learning goals.	1	2	3	4
During PLC conversations, team members sometimes disagree about ideas or practices.	1	2	3	4
When team members disagree about ideas or practices, we tend to discuss those disagreements in depth.	1	2	3	4
When I disagree with something a member of my PLC has said, I almost always voice that disagreement.	1	2	3	4
Within PLC meetings, we try to avoid emotionally charged or difficult topics or conversations.	1	2	3	4
I feel a strong sense of attachment to my team.	1	2	3	4

If we were given the option of no longer meeting as a PLC, I would still want to continue the meetings.	1	2	3	4
I have improved as a classroom teacher as a result of the conversations and work we have done in our PLC.	1	2	3	4
I have made changes to my teaching practices as a result of the work that we have done as a PLC.	1	2	3	4

Comments:

Team-Based Collaboration: Teaching and Learning Tasks

Please indicate the extent to which each of the statements below is true by circling one of the four numbers using the following scale:

1 = Very true　　　　　　2 = True　　　　　　3 = Somewhat true　　　　　4 = Not true

My PLC team has worked to define the most important student learning goals in our content areas.	1	2	3	4
If you were to ask each of the members of my PLC team to list the most important student learning goals in our content areas independently, we would all come up with nearly identical lists.	1	2	3	4
I could explain to a parent, in simple language, the most important grade-level learning goals for his or her child in the content areas I teach.	1	2	3	4
In my PLC team, we regularly (at least monthly) administer common assessments to our students (in other words, all students complete the same assessment).	1	2	3	4
In my PLC team, we regularly use rubrics to score students' common assessments.	1	2	3	4
In my PLC team, we have developed our own rubrics to help us score students' common assessments.	1	2	3	4
As a PLC team, we regularly (at least monthly) assess student work samples as a team.	1	2	3	4
As a PLC team, we regularly (at least monthly) analyze data from students' common assessments.	1	2	3	4
I adjust the instructional practices in my classroom based on my students' performance on common assessments.	1	2	3	4
As a PLC team, we regularly (at least monthly) make adjustments to our instructional practices across all classrooms based on students' performance on common assessments.	1	2	3	4
Over the course of this year, I have implemented numerous academic interventions in my classroom for struggling students.	1	2	3	4
As an individual teacher, I regularly think about how my specific instructional practices affect student learning and how changes in my instructional practices might lead to changes in student learning.	1	2	3	4
As a PLC team, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning.	1	2	3	4

Comments:

Review the tasks in the following chart and list the percent of time your PLC team spent on each of these tasks during the past semester. (Your total should add up to 100 percent.)

Percent of Time Spent on Task at PLC Meetings	Task
	Analyzing, comparing, or scoring student work samples
	Developing common assessments
	Analyzing assessment data
	Discussing grade-level or school business priorities (for example, field trips, recess, scheduling, and so on)
	Analyzing instructional practices (for example, discussing videotaped lessons, critiquing an instructional strategy)
	Planning curriculum or instruction
	Other (please specify): _____