



ERASMUS+



2014-1-BE02-KA201-000432

Tool nr. 150 - instrument

Developed by: Catholic Education Flanders, inspired by NSCD, 2009 and The PLC book

Name of the instrument

Survey:

- is your PLC really a PLC;
- has your PLC essential elements of a healthy PLC.

Sources

Dana N., Yendol-Hoppey D., The PLC book, Corwin London, 2016

<http://nsdcslu.org/index.html>

Purpose of the material

Participants inquire if their PLC is really a PLC.

Material

See addendum

How you can use this material in your practice

You can give this survey to all participants of your PLC. They can answer the questions. Afterwards you can discuss the results and discuss how you can improve your PLC.

Debrief - reflection and metacognition

By reviewing these characteristics, you will have a better idea as to whether you're really currently working in a learning community. If your assessment is that the group is not engaged in these activities, then it is time to start rethinking how your community works.

Feedback on the use of the tool

You can use consensogram to discuss the results of this survey.



ERASMUS+



2014-1-BE02-KA201-000432

Is your PLC really a PLC (based on NSCD, 2009).

These criteria helps to further define if the PLC is really a PLC.

Please assess with ++ = I strongly agree, + = I agree, _ = I disagree and - - = I strongly disagree.

		+	+	-	- -
		+			
1	Does the PLC evaluate student learning needs by reviewing data on student performance?				
2	Does the PLC evaluate teacher learning needs by reviewing data on teacher performance?				
3	Does the PLC evaluate school learning needs by reviewing data on school performance?				
4	Does the PLC define a clear set of educator learning goals based on analysis of data?				
5	Does the PLC achieve educator learning goals by implementing coherent, sustained and evidence informed learning strategies that improve teaching effectiveness and student achievement?				
6	Does the PLC provide job-embedded assistance to help teachers transfer new knowledge and skills to the classroom?				
7	Does the PLC regularly assess the effectiveness of the PLC in relationship to ongoing improvements in teaching and student learning?				
8	Does the PLC request external expertise when the community determines it is needed?				

By reviewing these characteristics, you will have a better idea as to whether you're really currently working in a learning community. If your assessment is that the group is not engaged in these activities, then it is time to start rethinking how your community works.



Has your PLC essential elements of a healthy PLC (based on Nancy Dana – The PLC book)

These criteria helps to further define if the PLC is a healthy PLC.

Please assess with ++ = I strongly agree, + = I agree, _ = I disagree and - - = I strongly disagree.

		+	+	-	--
		+			
1	Does the PLC establish a vision that creates momentum for their learning?				
2	Does the PLC build trust among group members?				
3	Does the PLC understand and embrace collaboration?				
4	Does the PLC encourage, recognize and appreciate diversity within the group?				
5	Does the PLC promote the development of critical friends?				
6	Does the PLC pay attention to the work ‘in between’ meetings?				
7	Does the PLC hold the group accountable for their learning?				
8	Does the PLC document their learning?				
9	Does the PLC has a comprehensive view of what constitutes data?				
10	Is the PLC willing to consider all forms and types of data throughout their PLC work?				
11	Does the PLC understand change and acknowledge the discomfort it may bring to some PLC members?				
12	Does the PLC work with the leading team of the school?				

By reviewing these characteristics, you will have a better idea as to whether you’re really currently working in a learning community. If your assessment is that the group is not engaged in these activities, then it is time to start rethinking how your community works.