

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Grade-Level PLC Observed: \_\_\_\_\_



### Burnham - PLC Checklist

- Meeting starts on time     Agenda is ready     Minutes from last meeting are available
- Last five minutes of meeting are used to create an agenda
- Action steps to take before next meeting are discussed and roles/responsibilities are assigned.

#### Norms and Values

Team members are regularly reminded of their team norms	• yes   • no
Team members are following their team norms	• yes   • no
There is a facilitator, recorder, and time keeper	• yes   • no
The facilitator helps to maintain the focus	• yes   • no

Notes: \_\_\_\_\_

#### PLC Tools    Math    Literacy    MTSS    Other \_\_\_\_\_

Team members are referring to the Math/Literacy PLC Cycle Template	• yes   • no
Team members are referring to team created SMART goal	• yes   • no
The SMART goal drives the conversation	• yes   • no

Notes: \_\_\_\_\_

#### Reflective Dialogue

Real dialogue (give & take) is occurring	• yes   • no
Team members build on each other's ideas	• yes   • no
Team members stay on topic	• yes   • no
Recorder maintains an ongoing record of conversations	• yes   • no

Notes: \_\_\_\_\_

#### Learning for All

Team members share strategies for future instruction	• yes   • no
Team members share difficulties occurring within their classroom	• yes   • no
Team members discuss EL students and their successes and needs	• yes   • no
Team members discuss IEP students and their successes and needs	• yes   • no

Notes: \_\_\_\_\_

## **Focus on Student Learning**

Essential standards are referred to at least once within the meeting	• yes • no
Team members create/ refer to "I Can..." Statements that are aligned to their instruction	• yes • no

**Notes:** \_\_\_\_\_

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## **Collaboration**

All team members participate and contribute to the conversation	• yes • no
All team members are valued in the collaboration process	• yes • no
1-2 members are NOT dominating the conversation	• yes • no

**Notes:** \_\_\_\_\_

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## **Data Analysis**

Team members discuss/ create interventions for struggling students	• yes • no
Team members discuss/ create enrichment activities for students demonstrating proficiency	• yes • no
Team members discuss/ create common formative assessments	• yes • no
Team members discuss/ create groups of students based on need	• yes • no
Team members revisit the data to determine if the interventions were successful.	• yes • no
If Interventions were NOT successful, the team plans additional interventions.	• yes • no • n/a

**Notes:** \_\_\_\_\_

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**General Comments/Questions:** \_\_\_\_\_

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