

PLC Observation Tool

Purpose: This tool is designed to support a school system in understanding the extent to which Professional Learning Communities (PLCs) are deepening understanding of an adopted high-quality instructional resource (HQIR) and improving classroom instruction through leveraging the core processes of [intellectual preparation](#). These four core processes are critical aspects of the collaborative work that supports teachers in addressing the four driving questions of a PLC as they decide how best to meet the ongoing needs of all students: (1) What do we want our students to learn? (2) How will we know if they have learned it? (3) How will we respond to students who have not yet learned it? (4) How will we extend/enrich for those who have learned it? (DuFour, DuFour, Eaker, Many & Mattos, 2016)

Rating Criteria

1: Yes/Fully – All Indicator aspects are fully present when appropriate.

2: Somewhat/Partially – Some indicator aspects are present or partially present when appropriate.

3: No/Not Present – Indicator aspects are not yet met or not appropriate for the current focus.

[Dufour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2016). Learning by Doing 3rd Edition. Bloomington, IN: Solution Tree Press.]

Date:	Content Area and Grade Level/Course:
Observer:	Observation Focus:

The “Enabling Conditions” section should be considered during each PLC observation.

PLC Enabling Conditions	
Indicators	Rating
A. Educators have a clear understanding of the purpose of PLCs and how the work of intellectual preparation aligns with that purpose.	YES / SOMEWHAT / NO Observation Notes:
B. Educators come to the meeting prepared having completed agreed upon pre-work (e.g., reading unit/lesson overviews, reviewing video model/internalization notes in preparation for lesson rehearsal, pre-sorting student work).	YES / SOMEWHAT / NO Observation Notes:

Indicators	Rating
C. Protocols, processes and norms are in place to ensure effective use of collaboration time, and the majority of time is spent on instruction and use of the curriculum.	YES / SOMEWHAT / NO Observation Notes:
D. Educators understand their roles (e.g., facilitator, note-taker, timekeeper) and responsibilities in the PLC structure.	YES / SOMEWHAT / NO Observation Notes:
E. Educators are invested in the PLC, all contribute to the discussion, and interactions affirm other teachers' perspectives and efforts.	YES / SOMEWHAT / NO Observation Notes:

For this section, the observer should focus only on the specific core process(es) of intellectual preparation teachers are engaging in during that time. The other core processes should be left blank. For the core process being observed, all associated indicators may not be present based on the stage of HQIR implementation and school/district goals.

Core Process # 1: Unit Internalization	
Indicators	Rating
A. Educators discuss the arc of learning over the unit to deeply understand what students are expected to learn (key content, skills and understandings) and how they will learn it.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
B. Educators examine how students will be assessed within the HQIR unit.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
C. Educators identify instructional strategies and routines within the HQIR that will be used to support student learning.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
D. Educators review relevant data to determine student readiness for the unit and discuss potential supports, Tier 1 and Tier 2, to address student needs.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
E. Educators plan for making "smart adjustments" (adding value without compromising HQIR integrity) to the unit to meet student	FULLY / PARTIALLY / NOT PRESENT Observation Notes:

Indicators	Rating
needs more fully and/or to incorporate district instructional priorities.	

Core Process # 2: Lesson Internalization

Indicators	Rating
A. Educators identify what students are expected to learn (key content, skills and understandings) within the lesson.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
B. Educators examine how students will be assessed within the lesson.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
C. Educators discuss how the lesson connects to the big ideas of the unit and its essential question.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
D. Educators discuss instructional strategies and routines within the lesson that will be used to support student learning, potentially identifying one for lesson rehearsal.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
E. Educators use data to determine students' strengths and anticipate challenges they might face during the lesson.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
F. Educators plan for making "smart adjustments" (adding value without compromising HQIR integrity) to the lesson to meet student needs more fully and/or to incorporate district instructional priorities.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:

Core Process # 3: Lesson Rehearsal

Indicators	Rating
A. Educators use lesson internalization to determine a challenging aspect of the lesson to practice together.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
B. Educators understand what doing the aspect well looks like (e.g., by viewing a video, watching a demonstration) prior to starting rehearsal.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
C. Educators actively engage in lesson rehearsal, taking turns practicing, giving and receiving feedback.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
D. Educators debrief the rehearsal, discuss key takeaways and determine data that will be collected to determine impact on classroom instruction.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:

Core Process # 4: Student Work Analysis

Indicators	Rating
A. Educators have a shared understanding of the success criteria for the task/assessment.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
B. Educators analyze student strengths and needs for each of the three performance bands (fully, partially, not yet meeting expectations) based on evidence from student work.	FULLY / PARTIALLY / NOT PRESENT Observation Notes:
C. Educators unpack patterns and trends noted across performance bands to determine next steps and identify appropriate HQIR-embedded supports for the whole group and for each of the three bands.	FULLY / PARTIALLY / NOT PRESENT Observation Notes: