

Professional Learning Community Observation Guide: Note Taking Edition

I. Shared Vision and Ways of Working

Indicator	What specific evidence did you see or experience?
The group has a common vision and applies standards as criteria in its actions, reflections, and planning.	
<input type="checkbox"/> The focus of the group's activities is on students' understanding of science content in order to improve student learning.	Evidence:
<input type="checkbox"/> The team has standards or criteria that specify what determines proficiency in student work.	
<input type="checkbox"/> Team members share ideas based on evidence, and discussions of the pros and cons of ideas are grounded in evidence.	
<input type="checkbox"/> The group plans for and pursues opportunities to enhance their content knowledge when needed.	
<input type="checkbox"/> Actions are planned and modified based on available research.	

II. Collaboration

Indicator	What specific evidence did you see or experience?
<p>The group creates an environment that fosters open communication and sharing of ideas. All members have the opportunity to learn from one another and support the group's continuous improvement. The group is organized and managed to achieve its goals.</p>	
<input type="checkbox"/> Members value the contributions of other members of the group and are open to different points of view.	<p>Evidence:</p>
<input type="checkbox"/> Criticism is constructive and there is a collegial challenging of diverse ideas.	
<input type="checkbox"/> Responsibilities are shared amongst all members of the group.	
<input type="checkbox"/> The group is good at managing their time. The meeting is efficient and effective	

III. Reflective Dialogue

Indicator	What specific evidence did you see or experience?
The group monitors its actions, decisions, and reflections based on its common norms and goals.	
<input type="checkbox"/> The group monitors its understanding of information that informs its activities.	Evidence:
<input type="checkbox"/> The group monitors its progress and adjusts its processes to become more effective when appropriate.	
<input type="checkbox"/> The group considers several ways of doing something before deciding what might work best.	
<input type="checkbox"/> Connections are made between past learning, current goals, and intended applications.	