

Mid Year PLC Survey

This survey is intended to help us learn more about the 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. Thank you for completing this survey in an honest and thoughtful manner.

About You

1. What PLC team(s) are you a part of?

Check all that apply.

- 3rd ELA
- 3rd math
- 4th ELA
- 4th math
- 5th ELA
- 5th math
- 5th science

2. How many years have you been teaching?

Mark only one oval.

- Less than 3
- 3-5 years
- 6-10 years
- 11-20 years
- More than 20

Team-Based Collaboration: Meeting Management

3. We follow our meeting norms consistently at PLC meetings.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

4. We consistently have an agenda prior to our meeting.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

5. I have a clear role in my PLC.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

6. We have clear tasks to perform at our PLC meetings (on the agenda).

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

7. Our tasks are determined by consensus among our team members.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

8. A large majority of our PLC time (80% or more) is spent on tasks related to student learning goals.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

9. When I disagree with something a member of my PLC has said, I almost always voice that disagreement.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

10. I feel a strong sense of attachment to my team.
1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

11. If we were given the option of no longer meeting as a PLC, I would still want to continue the meetings.
1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

12. I have improved as a classroom teacher as a result of the conversations and work we have done in our PLC.
1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

13. I have made changes to my teaching practices as a result of the work that we have done as a PLC.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

Team-Based Collaboration: Teaching and Learning Tasks

14. 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- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

15. In my PLC team, we regularly (at least monthly) administer common assessments to our students (all students complete the same assessment).

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

16. As a PLC team, we regularly (at least monthly) analyze data from students' common assessments.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

17. I adjust the instructional practices in my classroom based on my students' performance on common assessments.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1 2 3 4

18. 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.

Mark only one oval.

1 2 3 4

19. Over the course of this year, I have implemented numerous academic interventions in my classroom for struggling students.

1- very true 2- true 3- somewhat true 4- not true

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What percentage of time has your PLC spent on each task this semester? (Your total should add up to 100 percent.)

Mark only one oval per row.

	0%	5%	10%	25%	30%	50%	75%	100%
Analyzing, comparing, or scoring student work samples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing common assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing grade-level or school business priorities (for example, field trips, recess, scheduling, and so on)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing instructional practices (for example, discussing videotaped lessons, critiquing an instructional strategy),	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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