**Coaching a Professional Learning Community**

**Questions to Guide Feedback and Coaching**

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| **Celebrations**  Student-Centered? Learning-Centered? Small Victories?  Which type of celebration above will result in the biggest growth for your PLC this week?  What is the “how” behind your celebration?  Is there benefit in communicating a specific question ahead of the PLC meeting to members? | |
| Minor Concerns: | Feedback: |
| Major Concerns: | Feedback: |
| **Reflection on Data**  Specific Students? Overall Trends?  How does your PLC own the results?  What do you notice? Wonder? Actions you will take?  What does the data tell you about your instruction and lesson design?  How will you reteach/enrich? | |
| Minor Concerns: | Feedback: |
| Major Concerns: | Feedback: |
| **Objectives and Focus**  What are the big understandings?  What are misunderstandings we need to plan for? Do you have PLC norms regarding focus and preparation for the meeting?  What protocols are you/could you use in your facilitation of PLC?  Are you moving towards our smart goals? Have you developed benchmarks? | |
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| Major Concerns: | Feedback: |
| **Anticipating Struggles**  When/how are you planning the agenda for your meetings?  What are the individual group dynamics in your PLC?  How can you plan proactively?  Have you revisited norms throughout the year with your PLC and reflect on your processes?  What misconceptions do students usually have on this topic/objective?  How might you differentiate your instruction to meet the variety of needs in your class? | |
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| **Assessment**  How will you make student learning visible?  What formative data are you collecting during the lesson?  How are you responding to this?  Are the DOK levels of your assessments & lessons in line with DOK of objectives?  How balanced are you with assessments in this unit?  How are you involving students in the self-assessment of their learning? | |
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| **Differentiation**  How might you gather data at the beginning of a unit to determine background knowledge?  What re-teach strategies are being utilized?  Are they different from your original instruction?  How might you enrich students?  What are the logistics?  How might your PLC divide and conquer the creation of differentiated assignments? | |
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| **Engagement Strategies**  How are you using paraphrasing in your PLC conversation?  What purpose might it serve?  What specific PLC jobs could be assigned to PLC members that play off their strengths? (ex. Time keeper, note-taker, question asker, etc.)  When posing a reflection question, how might you facilitate a discussion? | |
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| **Reflection at End of Meeting**  What did you learn today?  How have your practices been impacted?  What were successes that your PLC had today?  What parts of the PLC process could you improve upon?  How are you wrapping up your meeting and setting up expectations for the next meeting? | |
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