

PLC Look-For Guide

# of Participants:	Date:	PLC Objectives:		
Look-Fors		Observed?		
There is a recurring time and place for the meeting.		☐ Yes	☐ No	☐ N/A
There is an agenda with clear objectives that are shared ahead of time.		☐ Yes	☐ No	☐ N/A
There are clearly defined roles (note-taker, facilitator, and timekeeper)		☐ Yes	☐ No	☐ N/A
There are established team norms.		☐ Yes	☐ No	☐ N/A
There are clear next steps with owners and deadlines.		☐ Yes	☐ No	☐ N/A
There is evidence that teachers are breaking down the TSI-readiness metrics (either as part of pre-work to the meeting or during the meeting itself).		☐ Yes	☐ No	☐ N/A
There is collaboration amongst the PLC team members on the TSI-readiness metrics breakdown.		☐ Yes	☐ No	☐ N/A
Teachers have an opportunity to build math background knowledge (e.g. through collaboration or through research on the toolkit).		☐ Yes	☐ No	☐ N/A
Teachers look at curricular resources (e.g. student work, handouts, curriculum) to determine where the procedural steps are present in the lesson.		☐ Yes	☐ No	☐ N/A
Teachers look at curricular resources (e.g. student work, handouts, curriculum) to determine where the conceptual understanding is present in the lesson.		☐ Yes	☐ No	☐ N/A
Teachers ensure they avoid teaching “quick tricks” in their lessons.		☐ Yes	☐ No	☐ N/A
Through collaboration, teachers identify opportunities to spiral in skills from previous units and grades into less plans.		☐ Yes	☐ No	☐ N/A
Glows	Grows	Next Steps		

Notes