

Auburn School District #408
Program Evaluation Form Summary

Title of In-service: Building PLCs **Date(s):** 9/18/23 - 6/10/24
Location: All school buildings

Type of In-service: ☐ Building-Determined ☐ Optional Day
☐ District Designated Day ☐ Waiver Day
X Other PLC

Your Position: ☐ Teacher (check one): 11 Central Administrator
314 Elementary 27 Building Administrator
144 Middle School ☐ Para
191 High School 80 Specialist
105 Other _____

Total Number of Responses: 872

Indicate your agreement with each of the following statements by circling the appropriate number.

	Strongly Agree	Somewhat Agree	Undecided	Somewhat Disagree	Strongly Disagree	Not Applicable
1. The course met the stated objectives.	547	265	26	1	8	10
2. The activities related to and supported the stated objectives.	541	272	23	18	7	11
3. The instructor(s) skillfully presented the material and was responsive to the audience.	546	198	23	12	4	89
4. The instructor(s) was well prepared.	564	180	21	11	4	92
5. The instructor(s) was well qualified and knowledgeable.	578	168	23	9	3	91
6. The materials provided were useful for improving instruction.	531	226	38	18	7	52
7. The written and/or electronic materials were relevant and of high quality.	515	204	45	11	4	93
8. The information was applicable and relevant to improving student learning.	556	245	29	15	5	22
9. The information presented is easily applied to the classroom.	547	241	31	14	4	35
10. The presentation included strategies that met the needs of diverse learners.	533	234	33	16	7	49
11. The overall program was excellent.	522	250	55	26	8	11

What specific information was of greatest value to you?

A lot of it.
Administration feedback
Ai
all

all information focusing on how to best serve our ML students
All of it
All of the Above
All of the medical information given was beneficial to staff, students and their families,
All trainings that were great value to me were those that included inclusion work.
All was good
All was useful
always nice to get together with department
Analyzing data with grade levels
Analyzing data with my team
Analyzing data with team
Any of the time used for new or upcoming skills or technology.
Anything with concrete steps to roll out with fidelity across the school is always my highlight. There were several things that met this criteria for me this year.
As a first year Science Specialist the time spent with other Science Specialists in the district was invaluable to me. My colleagues were very supportive, answered questions, shared lesson plans etc.
As a first year teacher, I enjoyed meeting with my team and learning what instructional and classroom management strategies worked well for them and getting a chance to implement them in my classroom.
as a new teacher, the overall support and collaboration was very valuable
As an SLC Teacher I enjoy collaborating with Gen Ed teachers, however there needs to be more cross over in our classrooms for PLC's to make sense for us to have together.
Avid Strategies shared at PLC
Backwards planning
Backwards Planning
Being able to attend PLCs in different departments is always helpful in order to provide an ML point of view to the teachers.
Being able to collaborate with grade level PLCs for backwards planning.
Being able to collaborate with grade level teams
being able to collaborate with grade level teams
Being able to collaborate with my cross district counter parts
Being able to collaborate with my grade level team was the greatest value.
Being able to collaborate with my team and discuss data.
Being able to collaborate with my team.
being able to collaborate with other instructors teaching the same material

Being able to collaborate with other Resource Room Dept. teachers about shared students.
Being able to come together as nurses and discuss things that are relevant to our work.
Being able to have that time with my team at the beginning of each week
Being able to learn together and become better teachers by sharing ideas.
Being able to meet with both OT and building teams.
Being able to meet with teams to look at data to drive my instruction for math small groups that is based on students needs.
Being able to plan and communicate common assessment, strategy, and common tools and data.
Being able to review current data with my team.
Being able to spend quality time discussing data around student intervention.
Being able to team with Ann Goodwin and the grade level
Being part of a community of science teachers. Sharing ideas.
Being with fellow social studies teachers
Book activities and resources, discussing current students' case studies
Books and materials to support learners in the early stages of using AAC.
break-out groups for the different schools (elementary, middle and high schools)
Cannot pinpoint one class. All were excellent.
Case studies and researches
Case study collaboration.
CER
Classroom materials to implement
Collaborating
Collaborating about specific grade level nursing care
Collaborating strategies with cross-district peers
collaborating with colleagues
Collaborating with colleagues
Collaborating with colleagues
Collaborating with colleagues
Collaborating with colleagues
Collaborating with colleagues.
Collaborating with colleagues to plan / review assessments, projects, etc. since we have no common planning.
Collaborating with grade level team in math and reading.

[illegible]

collaboration
Collaboration
Collaboration
Collaboration
Collaboration
collaboration across grade levels
Collaboration amongst team members about how and what we teach day to day.
Collaboration between teams
collaboration for ideas to support students
Collaboration for school policies especially being a new teacher
Collaboration of data and pacing
collaboration on common assessments
collaboration on strategies and area of concern for students.
Collaboration time
Collaboration time
Collaboration Time
Collaboration time with PTs
Collaboration to serve students
collaboration with co-workers to problem solve
Collaboration with colleagues
collaboration with colleagues
collaboration with colleagues
Collaboration with colleagues on different methods of student learning by assisting the whole child.
Collaboration with colleagues teaching the same sections of classes
Collaboration with my department and the time to create instructional materials for the week.
Collaboration with my fellow teachers
collaboration with my team
Collaboration with my team, ML, and IS.
Collaboration with my team.
Collaboration with other content area teachers; being able to ask clarifying questions about schedules and school wide decisions; Supportive department head.
Collaboration with other educators.

Collaboration with our teams
Collaboration with peers across the district in like areas.
Collaboration with peers.
Collaboration with staff
Collaboration with teachers in same subject
Collaboration with teammates
Collaboration with teams.
Collaboration with the team and deciding how to remediate or accelerate students based off data
Collaboration, looking at data, and comparing different skills for language levels.
collaborative learning
coming together with other 6th grade teachers to plan lessons
Common assessment work
Common assessments/data analysis
Comparing lessons and working together on planning
Connecting with grade level teams and collaborating with other specialists
Connecting with grade level teams and our MTSS team to look at student data and create and share strategies to improve the success of all students.
Consultation time with a smaller group of elementary psychs
Continuity of cross district PLC groups, Collaborative efforts to provide support.
Conversation about student achievement
Creating materials that can be given to students and teachers
Current events in the district. Issues that come up that we all problem solve or hear how situation was resolved.
Curriculum Adoption
Curriculum information
Curriculum planning or Pilot AP AAS course
Curriculum planning/ program planning.
Data
Data
Data
Data and pacing
data and teaching strategies
Data collaboration and strategizing

Data collection and review
Data comparison
Data comparison with grade level teachers
data conversations
Data discussions
Data Meetings-Going over our scores and planning what to do next.
Deadlines and requirements
Dedicated time with the team,
Dedicated time working with my TAP Certificated Team
Department collaboration regarding assessments
direct work with colleagues
Discussing and preparing literacy units to be used in therapy.
Discussing events that occurred in the classroom and how to approach or brainstormed ideas on how to manage them. Talking about real-life scenarios and sharing strategies was the best way to make the information applicable.
Discussing information with the team and figuring out solutions together
Discussing strategies with other teachers.
Discussing strategies that can provide an inclusive environment for special education students.
Discussing student success and enrichment ideas
Discussing the different strategies we would use to help our students succeed
Discussing ways to increase engagement for ML students through technology, how to increase #CUBS, and how to modify assessments for ML.
Discussing with my team about differentiating for specific students.
Discussions about IXL and how to navigate it to fit student needs.
electronic resources
Engaging students with entry tasks
Equity Conversations and Trainings
establishing standards for library, discussing relevant library issues.
Evaluation of data
Everything
Everything being new to this school and elementary school. I sat and took in
EVERYTHING! The PLC is the best professional development of my career- every week. Fine arts specialists at Riverside and Mountainview share lesson plans, routines and procedures that increase instructional time, best practices with struggling students, and specialty training like how to run a Raku Firing

EVERYTHING. Would not be able to meet so many kids needs, as well as we do, without our PLC time.
For me just having time to collaborate with my ELA team is extremely valuable.
Fresh ideas and a different set of eyes on what I'm doing was extremely helpful.
Gathering with and sharing science knowledge with other elementary science teachers was of greatest value to me!!
Getting feedback from other social studies teachers
Getting help as a new teacher in Washington, since each state has different education standards and objectives for teachers.
Getting the week planned with other teachers.
Getting time to collaborate with others teaching similar classes.
Getting to collaborate with the general education teachers
Getting to share information with department
Getting to work with my team on learning plans
Going over student data and finding next steps
good to have department time to share ideas
Grade Level alignment and data reviews
Grade level coordination of assessment timelines and expectations (rubrics)
Grade level planning
Gradebook alignment
Great opportunity to work with other OT's and building staff.
group discussion around student progress
group discussions
Having a weekly meeting where our school could meet really facilitated the communication in our school. I think this was of great benefit to everyone.
Having the ability to meet with my colleagues and discuss our student assessments and discuss ways to improve student success.
Having the opportunity to collaborate with colleagues in my subject
Having the opportunity to collaborate with my peers and support positive student learning outcomes.
Having the opportunity to collaborate with the TK team and improve student learning outcomes.
Having time to collaborate/brainstorm with other building teams
Having time to discuss learning standards and best practices with my teammates.
Having time to evaluate the success of our curriculum with teachers of the same class
Having time to plan with my co workers
Having time to work out long-term planning with my team was the most valuable.

Having time to work with colleagues, instead of information dispensation.
Having time to work with my team
Having time to work with my team!
Having time to work with my team!
Having time together as a cohort to discuss effective teaching strategies and work out logistics for events.
Having time with my team
Having to time to look at data with my team and use it to inform our instruction was invaluable.
Hearing what grade levels are doing with
Hearing what grade levels review what needs to be worked on and next steps to raise student achievement.
Heart rate monitors
How each teacher was providing different instruction using the same materials
How to support rigor, while also supporting students who are academically struggling
How we are going to communicate with students and families when students are failing classes.
I always value getting time to meet with my grade level team and co-plan with other teachers in the building.
I am able to use it in the classroom.
I appreciated our ECE PLC meetings and the conversations that were had. Specifically regarding our data sheets, progress reports, and standards. From those conversations, we created a progress report committee to strengthen our progress reports to ensure they are user friendly and family friendly.
I enjoyed being able to talk with my peers about class related things.
I enjoyed discussing information and sharing it with my other peers who teach the same things as I.
I enjoyed the AVID strategies. They were very useful in class instruction.
I enjoyed the time with my team
I enjoyed when we had less building and district material to cover so that the world languages could share tips with each other to set us up for success.
I found our PLC+ time to be very beneficial. My team always came prepared with an agenda that aligned with our goals and we continuously looked over student data to determine our next steps in student instruction. Our PLC notes were thorough and if I needed to go back to find information it was easy and helpful.
I found value in meeting with my SLP team, school psych, ECE and SLC team to collaborate.
I learned lots of ideas to enhance my teaching practice and create a learning environment where all students can reach their fullest potential.
I liked the change this year from separate PLCs to combined PLC for K-2 and 3-5 so specialists could join. I think it was beneficial to specialists and teachers by providing one space and time for everyone to get together and be able to collaborate.
I liked the trauma training.
I loved looking at student work and discussing teaching methods related to the SGG's

I participated in PLCs with different groups because of my position. It was interesting to see if/how the learning of students with IEPs were supported during these meetings.
I really enjoyed how the PLC's helped sharpen our building success plan as well as provide opportunities for us to take this feedback to our respective classrooms and students.
I think the Teaming Model was more productive and a better use of teacher time. PLCs are stressful and not how I need to use my time.
I was able to learn about each of our content areas and departments through PLCs and understand their needs and their curriculum.
I'd like to use the time to plan lessons that are useful in the classroom.
implementing different types of learning for every type of student.
In class application
Inclusion ideas
Inclusive practices.
Information about dyslexia.
information regarding classroom instruction
Informations and plans at each building
Input from school psychologists and ESA staff regarding how to build relationships and collaborate effectively with diverse team members.
instruction
Instructional strategies
It is great having the designated team time to look over data and determine what our students need to reach end of the year goals.
It is hard to say since it was all so good
It is very powerful to visit PLC groups who are conducting them the way PLCs are intended.
It provided confirmation that we are following the current best practices by modeling our decision making around the 'NASN Framework for the 21st Century.'
It was all of value.
It was beneficial to work as a team to reflect on student data to make changes on teaching strategies.
It was helpful to work with others and collaborate on assessments this year.
It was nice to visit PLCs where staff were actually using the 4 questions to improve student learning.
It was nice when we were able to get together as a full department so that we could try desperately to get on the same page.
It was valuable to look at assessments to determine what students needed to be able to do and then discuss instructional strategies that would help students meet standard. Our team did a nice job of digging deep with the standard and discussing the specific skill that needed to be taught and how we could help students understand the standard.
IXL and iready data to place students in groups

Just time to collab with teachers
Learning about different roles of our staff; also, AI info
Learning all that relates to the school nurse position, hearing input from others. Very educational.
Learning how different teachers assess student knowledge
Learning how my departments are using PLC to look at common assessments
Learning how to use built-in IXL quizzes and how to create Skyward tests.
Learning more strategies for incorporating AAC in the classroom. Also, goal recommendations for neurodiverse learners.
Lesson plan coordination with the grade level team
Looking at data with my team.
Looking at the Library Curriculum.
Loved working with the senior English teachers throughout the year. Communication was strong.
Making sure the 2nd grade team was aligned on how we were grading test questions.
Meeting and updating our calendars, looking at behaviors and planning as a group, planning for next year (future changes to be made), connecting to other staff and checking in was great too to help build relationships
Meeting as a grade level to discuss data. And keeping us accountable by using the questions- Where are we now? Where are we going? How do we move learning forward? What did we learn today? Who benefited and who did not?
Meeting the needs of ML learners in the science classroom.
Meeting to get on the same page as my teammates
Meeting together. Need to have interdisciplinary meetings - more valuable for middle school.
Meeting with classroom teachers and discussing ML strategies.
meeting with grade level teams
Meeting with my cohort to get help
Meeting with my colleagues on a regular basis
Meeting with my grade level team
Meeting with my grade level team to discuss ideas.
Meeting with my team
Meeting with my team and discussing student/program needs was of most value.
Meeting with my team to go over data and design and adjust curriculum to meet the needs of our students
Meeting with others that teach the same subject
Meeting with our Title Team was super helpful in checking the progress of my students!
Meeting with peers
Meeting with people who teach my same program area.

Meeting with team to discuss student progress.
Meeting with teams
Meeting with the other music teachers and finding out how they meet the needs of all the different categories of students truly informed and supported my practice.
Meeting with the team and discussing common assessments and interventions for students.
MLL information and strategies
Music specific content
MY PLC's as a whole worked amazing together.
My team was strong and we all worked extremely well together.
Networking with peers in another building
Not much at all. Our activator has struggled to do her job for the last two years and admin has still chosen to have her lead the team. She doesn't come to school on time, airs her personal drama to the team, and does know how to lead the team. She doesn't bring up the topics during our team meetings that we needed to discuss and everything was always last minute. We were directed by our admin not to step in because it wasn't our job to be the activator. Much of the time, our Instructional Specialist ran our PLC+ because our activator wasn't doing a good job. Our Instructional Specialist rarely asked for input or encouraged conversations. Each time, she would basically just talk at us and tell us the same things over and over. There was not collaboration and no teacher input accepted. I did not feel like a valued part of the team. Hopefully things will change under new leadership, but unfortunately, our old admin has left someone in charge of the team who struggles with professionalism and knowing how to be a good leader.
Not much, most of it was repeated information throughout the year
Opportunities to collaborate with department staff to plan an sequence lessons based on student data.
Opportunity to collaborate with each other. Not only teachers within our school, but also other schools.
Our focus as a department was to to improve our ML students academic focus and use of different strategies.
Our goal of tracking student growth data to better help students succeed.
Our math team does a great job of collaborating and keeping on task for planning and evaluating tests, etc...
Our work on inclusion and the data that drove our strategies. This was the best year of PLC's we have had in the last decade.
Pacing for the Algebra & Geometry groups -
PBIS data and review
Peer Collaboration
Picking Priority Library Standards and Supplemental Standards was of the greatest value to improving my teaching.
planning opportunities with peers
planning with my team
Planning with my team
Planning with other teachers
PLC playbook

PLC Protocol
PLC was fine.
PLC work between AP African American Studies was imperative to a successful year
PLCs were not to the depth that I would like in my grade level
Professional Development related to our work in schools
Progress monitoring and Backwards planning.
Project Collaborations
Reaching our diverse learners and ML students who need more specific instruction with our curriculum
Resources and case studies
Reviewing data to help drive instruction and planning.
Reviewing student data and grade level planning for curriculum and school events
Scheduling and course set up
Scope and Sequence schedules, Reading Data, Discussion of Curriculum
scope and sequencing with grade level; review of data
See Student Data over the course of the year
seeing colleague's work and how they teach
Seeing use of data to inform instruction and interventions
Set aside time to work with my team
sharing case studies
Sharing class practices/activities
Sharing ideas about activities with books, discussing current students' cases
sharing ideas and information on resources
Sharing information and ideas as a whole group.
Sharing information regarding individual students
sharing information with my team
Sharing of ideas with cohorts
Sharing teaching strategies with my team.
Sharing the variety of information and skills with your department colleagues
Since I was new to the district, it helped me understand how the building used data to plan and how the PLC process worked in Auburn.
Small nuances in keeping lessons exciting to students.
So helpful to have time to collaborate with colleagues. It is also great to have individual time to complete tasks as well.

SpEd related material
Spending time as a team working to improve our practices in the classroom.
Strategies for creating classroom culture and differentiation.
student data
Student data
Student data to aid in fitness growth
Supplemental materials provided
Support on how to effectively create systematic change within our building
Supporting students in need of behavior supports in all grade levels and the time needed to make those supports happen.
Supporting students with other staff input
Talking and discussing with fellow teachers.
talking with grade levels about their reading data
talking with peers about student learning.
Teacher collaboration
team
team alignment
team collaboration
Team collaboration
Team collaboration
team collaboration time and discussion of results
TEam collaboration within the building
Team planning
Team planning time
team talking about data to help drive our instruction.
Team time
Team time
Team time
Team time across the district.
Team time to discuss ways to meet district standards
Teaming about assessments
Teaming, getting together as a group

teamwork and sharing of information
The ability to discuss topics relevant to counselors
the ability to work with my team to improve instruction
The AVID strategies
The best part of PLCs was the time to collaborate with social studies department peers to align our goals and brainstorm strategies to support students in our content areas. I appreciated this collaboration time and the mutual support that we got from this.
The chance to interact with colleagues across the district teaching the same curriculum
The collaboration time
The collaboration with colleagues.
The importance of focusing on self care in being able to help others. Also, learning how to support students experiencing a mental health crisis.
The individual times
The information presented at the PLC was more suited for a business meeting. Reading and math data were not reviewed during these meetings, and instructional plans were not developed or shared to improve student learning.
The information shared about books and related activities to the books that were used to meet speech/language objectives. I also learned more about ECE and how it functions in ASD.
the inservice on standers and the presentation on outcome measures
the opportunities we had to team about specific students.
The opportunity to collaborate with like minded individuals who wanted to grow.
The opportunity to collaborate with peers, and re-vamp and create aligned curriculum that isn't provided by the district.
The opportunity to connect with my team each PLC and ensure we were aligned on what we were teaching.
The PLCs that focused on improving instruction.
The sharing of data regarding students.
The Sphero Conference was fantastic and It encouraged me to apply for Sphero Indi's!
The teamwork and tough conversations that was best for students
The tieme to collaborate on interventions that help students with IEPS
The time that PLC provides our team to share effective teaching strategies and ideas is very beneficial.
The time to collaborate
The time to collaborate with my colleagues is invaluable! So appreciative of this time to work together and plan together.
The time to meet with my content team and grade level.
The time we spent collaborating and discussing curriculum.
The time we spent collaborating and sharing ideas and materials.

There were great AVID ideas that were immediately applicable in class.
This was my first year leading PLC's. It was a wonderful team to collaborate with.
This year we focused on creating common assessments throughout all the CTE programs.
Thoughtful collaboration
Time
Time
Time
Time and freedom to collaborate with colleagues, targeting student improvement.
Time spent discussing students/data
Time spent with teammates
Time to analyze data and make student specific decisions about appropriate instruction, remediation and/or enrichment.
Time to be with team
Time to collaborate
Time to collaborate around student needs
Time to collaborate with Classroom teachers about supporting ML students and teaching strategies.
Time to collaborate with coworkers
Time to collaborate with my general education teachers on specific student needs.
Time to collaborate with peers
Time to collaborate with teaching partners and time to work on charts that take a lot of time. Building info. that is shared is also helpful.
Time to collaborate with team members on and off my grade level
time to communicate and collaborate with the team members
Time to confer with colleagues on best practices and curriculum
Time to go over data with team
time to hear how colleagues are supporting students -- especially students with high absences and/or extreme anxiety and/or apathy.
time to meet with colleagues
time to meet with my department
Time to meet with my team and discuss data to plan future lessons.
Time to meet with my team.
time to plan together
time to plan together

Time to plan with my peers across the district
Time to plan with others in my department.
time to plan with teachers in different grade levels
Time to plan with team
Time to process standards/curriculum/student needs and plan with team is most valuable.
Time to talk and strategize with others in the department.
Time to work together
Time to work with colleagues and on charts they were asking us to complete.
Time to work with grade-level teaching partners.
Time to work with my team and other specialists. I appreciated having individual time as well.
Time to work/discuss our most at-risk learners
time together
Time together as a team is very helpful
Time together with Colleagues
time together with grade level teachers
time with colleagues
Time with colleagues
time with colleagues in the same subject area but across grade levels and within grade levels
Time with my district counterparts
time with my team and working towards our team goal
time with my team, time spent on equity and on student engagement and behavior
time with peers
Time with same grade band.
time with team
time with team is helpful. time to discuss students, their needs and instruction is helpful.
Time with teams discussing data.
time with the department so we can collaborate on units, testing dates, gym disruptions (and possible solutions)
Time with the TK team
Times we spent with our group level working on unifying our classes. Also, information on how to do my job, outside of teaching. Things such as submitting time sheets, and so forth.
Tracking sheet for struggling students
Trauma informed care relating to our students

Tyler Baril was the greatest value in PLCs. He's very knowledgeable!
Understanding the common goals of my colleagues and working together to achieve those goals was very, very beneficial.
Updates from IEP and Mental Health team on students.
Updates from team leader meetings (events, schedules, big-picture school things, word from admin, etc.), district guests (when they showed up), STRUCTURED grade/content meeting/planning time
Using data to learn more about how and where to support our students.
Weekly collaboration and planning to meet all the needs of our students was most valuable.
What specific information was of the greatest value to you?
When team members were prepared and WANTED to dive deep into data.
when the 6th grade math teachers got together and discussed how to get the students to finish diagnostic.
When we briefly discussed the results of the Common written Assessment for ML, we almost discussed the differences in how we address issues like determining as an ML team the appropriate student use of Google Translate in the ELD classroom, but then we returned to direct reporting out of what leadership needed from us and other happenings at our school, instead of the 4 questions from DuFours.
While I did gain some insights and share some of my own knowledge with the Social Studies PLC, I did find the greatest value came from the meetings I had with the other HS Librarians. It was nice to share best practices and get feedback about various projects and duties.
Working as a building staff to analyze data, build professional practices, and implement effective teaching strategies based on research.
Working as a team
Working collaboratively and following the instructional calendar
working on developing assessments to use across district
working on solving problems with actionable steps and diff perspectives
Working on ways to improve teaching
Working side-by-side with Sophie Edwards and being able to meet with Title and Resource and our wonderful administrators!!!
Working through case studies and learning about trauma informed care
working together as a team to complete a big project
Working with my team
Working with Andrea on behavior
Working with case managers
Working with colleagues
Working with colleagues
Working with colleagues.
Working with cross-district teammates

Working with district colleagues.
working with fellow teachers
Working with my cross district counterpart to develop lessons and modifications to help our students with low English proficiency and those with IEPs. Also sharing resources and technology tools was very helpful.
Working with my fellow math team
Working with my peers
Working with my peers to complete the curriculum within the time allotted.
Working with my peers to make instruction better for students
Working with my peers.
Working with my team
working with my team
Working with my team on common assessments
Working with my team on curriculum
Working with my team to plan ahead
Working with my team, collaboration time.
Working with my team.
Working with our math team
Working with specific grade levels in data meetings.
working with team
Working with team mates to improve instruction
working with teams
Working within my department on common assessments and differentiation
Writing and fluency presentations

Please provide any necessary feedback that would improve this in-service offering *if repeated*

X Improve Facilities X Modify activities for greater interaction ☐ Enhance presentation skills

X Increase pacing X Provide greater time for Questioning/Applicable practice X Information needs greater depth of knowledge

X Align better with District or Building strategic plan ☐ Other _____

All was good, no suggestions
allow OT and PT to work on projects that maybe don't align exactly with PLC+ but are beneficial to us as professionals

Being a cross district PLC hard beause sometimes our building says talk about this during PLC so its unrelated to our group. We don't have an exact schedule of what we should be talking about because we are not all on the same subjects at the same time.
Being all together in the library is loud and distracting. I would like to see some flexibility with teams meeting in a designated room away from the chaos of all voices. We could look at things on a bigger screen, be more productive, and work in a less stressful environment. The business of everyone in the same room is overwhelming at times.
Chunk PLCs together so that there's less time between individual or building
COnsistent Meeting Time. No Teacher Directed Time
continue to train content team leaders
Continue with the same as this year
CS PLC lacks leadership relevant to PLC goals
CTE department PLC meetings do not have a leader and meeting have no direction.
Don't require specialists/support staff with no team to sit through a PLC that is not relevant to them. Let us use the time wisely to support our program.
Fewer PLCs
Guidelines and structure for all to follow.
Having flexibility in our PLC schedule so TK teachers can meet together in person to collaborate together.
I don't see a need for improvement. The time spent with the team is what is needed and that is what we have. Thank you!!!
I liked 3-5 and k-2 PLCs but sometimes it felt like there was not much of a guide for what we should be accomplishing. Also, sometimes it felt like people were getting tired of moving all their things to a location to meet for PLC.
I think we did great this year.
I thought everything was good!
I wish we had common planning with our grade level counterparts
I would like more opportunities to come together in our grade level groups
I would like to see a restructuring of PLC time so that we met with our grade level team 1 time per month and had time for collaboration with ML and Special Education staff. I do not find ASD visitors helpful to the PLC process.
If teachers were able to input scores into the grade level spreadsheet in a timely manner
Increased focus on how to differentiate and scaffold for ML students
It is extremely distracting to have to sit in a room with 40+ adults all talking at once and not having enough space to spread materials out. It would be helpful to be able to meet in a quieter space without the distractions of other teams.
It was great
It was incredibly difficult this year to meet the requests of the school for PLC and the district's demands for PLC. We really can't have a cohesive department when we're only meeting once a month (if that) all together. It was nice to be able to collaborate with other people who taught the same level as me from other schools, but it felt incredibly disjointed. I'm also fairly certain I'm not getting all of my PLC hours because of the irregularity of the schedule which lead to me forgetting to sign off several times for PLC in the building.
It would be nice for flexibility for TK teachers to meet together in person to improve our collaboration.
Knowledgeable and professional teachers should be selected to be the activators in order to have strong teams.
Less discussion of frustrations and more focus on aligning our teaching

Limit the number of other people coming to our PLCs. We always got less work done when they came.
Maybe guiding questions for diving deep into data. After Dibels, After IReady, and classroom assessments. Is there a way to have the 4 quadrants made to look at High Growth, low growth etc.?
ML/Title involvement in presenting materials instead of just asking if there is a specific need of a student.
More connection t in class.
More direction for non-teachers during this time.
More discussion on assessments, rubrics and data
More flexibility to determine what our PLC time can be.
More independent time
More individual time!
More individual time.
more planning time
more relevancy for SLC programs please. Oftentimes SLC teachers are in groups that don't address the kids they case manage, so the time isn't the most productive. I've received a lot of feedback via my research saying they want it to be more relevant to them and the students they case manage.
more time
More time set aside for content planning instead of data "diving".
More time to carry out everything that is required.
More time to collaborate
more time to collaborate with ML team in PLC
More time with grade bands.
My department leads, Katie Schultz and Tyler Baril did a thorough and thoughtful job running our ML PLC's
Need PLC time to meet with SLC staff and specifically paraprofessionals
New teachers need training on what PLCs should look like. It's not a planning time but time to reflect on data and how instructional practices should be changed to meet the needs of the students.
None of these options really apply to PLCs
our lead struggled with showing up on time
Overall, I have been satisfied with the knowledge gained from participants. There has been time for questioning and applicable practice.
PLC is probably unnecessary, but teachers meeting and communicating about shared students and successful strategies *is* good.
Plc time is great but individual time some of the Monday's is extremely productive.
PLC time shouldn't be used for PD with HD word.
PLCs on the 2nd to last Monday of the year is not helpful. Also, if we are truly looking at student growth and data, we should not have more than 1 PLC per month so we have data to actually review and have more time to see if interventions are working or not.
Please do not send people from the district office to sit in on our PLCs. It feels like their purpose is to "check-in" on teachers, but makes teachers feel under pressure when others are sitting watching the PLC happen. It makes conversation not feel as authentic or free.
Please don't allow team leads that do not focus on data to be in charge of a PLC when the main focus should be data and working together.
Please don't have Special Educators use PLC time to begin scheduling students for the upcoming year. Since

February that's all we worked on.
Provide more grade level time
Provide more resources for specialists, more equity focused
Provide more time for SLC teachers to collaborate with specialists
Provide more time for team collaboration
Recordings to observe if not present in person
Slow pacing for the beginning of the year
Stop side conversations. It makes it difficult to hear and it is not respectful
Teaming was a better use of time
The nursing PLC's were very well done!
The only thing that was not stellar was the whole district training on the PLC process at GRC. Everything else is amazing.
The PLC format does not really fit school psychologist's role
This year the PLCs were excellent!
timing of PLC's not so close together so many times in a row.
To be able to share about all students weekly.
Use the PLC handbooks we were given (never used in our PLC), stick to group norms and routines
water bottle refill station
We are revising our syllabus for next year to reflect letter grade requirements and updated rubrics
We are somewhat at the point that PLCs seem a bit useless...

Thank you for your feedback!