**Comments from Question regarding whether the PLC Approach to Professional Development has significant potential to help teacher’s improve performance**

* Our dept was already discussing and interacting in many of the ways encouraged by PLC involvement.
* I don't see that the PLC is significantly different from department meetings. A rose by any other name . . .
* If it was more specific as to what we are doing. Last year's PLC with the agendas were much more beneficial.
* These dept mtgs are good opportunities for us to get together and share/discuss/create new ideas for students
* Yes. However I want time to collaborate with teachers who teach the same courses as I do. I feel that we get told what we need to cover in our PLC instead of letting us decide how our allotted time would best meet our needs.
* Far too much time is spent outside the classroom. My classes have suffered in terms of the content that should be covered within the trimester time frame.
* much more so last year, when we decided at the beginning of the year what we would work on that would benefit our department, then made a time line to get it done
* PLC time is not effective for guidance.
* The time we have to work together K-12 is helpful. However, it is not helpful to be limited as to what we should and should not discuss. Repeating the DuFour questions each time is not helpful.
* I believe that this may be a better approach than what has been done in the past, but I still think too much time is devoted to it. I believe the lost student contact time has outweighed any benefits the students have received from PLC's. Cutting back to 1 hour every other week would force us to be more efficient and cause less of a disruption in teaching schedules. Would it be possible to do some activities with student participation in order to have a live demonstration of an assessment or teaching technique? Just a thought.
* Yes I do but we were already using an informal PLC approach. Our dept. has always communicated well.
* Due to circumstances beyond our control the teachers moral has declined causing our motivation to decline.
* Teachers naturally grow and improve over time through reflection, continuing education, and experience. All the extra meetings only lower moral and decrease the time teachers have to grade, plan, and reflect.
* No, it has been a lot of meetings and not much getting accomplished
* Students should be in class longer....I feel PLC could be done in less time 1 Hour every other week.
* I think it is a work in progress. We have room to grow.
* Time to collaborate between our own---creating professional strategies & the importance of including parents in their chidf for struggling students & their teachers.
* Not sure because special education is used PLC in a tad bit different way because we are such a unique group at the High School. It helps gives us time to discuss each individual student!
* I think it's important that we have PLC time so that we can make things "real" & "applicable" for our dept & our students.
* Yes, but we need a consistent day to meet weekly, and not be put upon with other district directives.
* we didn't have the initial planning day. we need that to know where we are going as a PLC. it is hard to tell what we are to do when we don't have a direction to go
* Yes, but our job seems too large to get everything done. We have not even had time to do PLC work after getting our special education work done.
* Yes, I believe the collaboration with the other teachers is beneficial
* I don't believe we are able to spend enough time actually planning and coming up with ideas to help our students.
* Our PLC is not because we spend all of our time with other (important) things such as the Data Wall or our Smart Goal. I know all these are things that need to be done but that means we have no time to collaborate as a team. We sometimes briefly share ideas of what we do, but that is it. It is just a statement, no elaboration. This is frustrating because I know some teachers have great ideas but its like pulling teeth to get them to share. Also, our grade level is so diverse with teaching philosophy that it would be hard to collaborate.
* It is based on the individual's willingness to take it back to the classroom.
* I believe our level is doing well with PLC but not everyone is so I'm not sure how to change it.

**Comments From Question: What, if any, are the positive impacts of your PLC Collaboration on you personally**?

* The most valuable component of the PLC collaboration is simply being able to collaborate/discuss problems and successes with student learning.
* more time to work with other teachers, would be nice to work with other disciplines and at different levels.
* Meeting with a team that teaches similar things as me, and people that will be getting my students. This helps me know their expectations.
* Spending time with dept members. Brainstorming. Getting tech help. I just wish it didn't take time away from students in the classroom.
* I appreciate having time to discuss important issues with my department.
* Like to have the time to talk with other teachers
* I've learned new ways to teach things and our grade level and done a great job of collaborating!
* Good to discuss student learning within the department - helps to get feedback from other teachers within the discipline area.
* We work on things to add to our classrooms during PLC time. We have very different goals. PLC time can have a great impact on students and is very worth all the time put into it. When you have other staff you can work with and collaborate with in the same areas you can gain with leaps and bounds.
* An opportunity to brainstorm and share ideas, new web tools, etc. We always start by sharing something positive that our students' have done.
* Greater opportunity to discuss what works in the classroom
* I like that we get to meet with the teachers who know the same students I know and can help brainstorm about those students. I also like that I can have support from those teachers and help if needed during those times. We usually get done with what we are supposed to rather quickly and the time spent after is usually the most valuable to me as we can freely talk/brainstorm about students, classes and situations.
* Getting to know the teachers in the Language Arts department better in who they are individually and professionally had a positive impact on me personally. It helps in developing relationships and seeing what I can learn from veteran teachers in the district to try in my classroom.
* It's the only time that my team actually can sit down and discuss students and their needs.
* Given time to collaborate w/ other Sp.Ed. teachers on various subjects being taught and students.
* Contact with the other teachers in my curricular area which seldom happened prior to the PLC's.
* Sharing additional activities to supplement learning and common assessments
* It is really good to have time to discuss school related issues, curriculum, and students with peers professionally, as well as have time to get PD "things" done.
* I benefit from the encouragement and assistance my PLC provides. They also are a great help with IEPs.
* collaboration among team
* We know communicate K-12 about P.E. in our district and have together started the process of a grant. We work together and have a better understanding of what each building goes through in regards to teaching PE. It is nice to have others in my profession know what we do at different grade levels.
* It gives more time to meet with the other special education teachers.
* Meeting with the other counselors once at the beginning and once at the end of the year is helpful to prepare for the incoming and outgoing students. Developing a collaborative relationship is valuable.
* It gives our group of teachers quality time to sit and discuss issues and concerns we have within our department and look to find ways to help our students be more healthy and successful in our classes.
* Sharing of ideas, collaboration with peers, revising assessments, sharing data and strategies to help students, time to reflect with other teammates
* Meeting K-12. Time to plan, set a goal, discuss our goals, etc.
* The opportunity to collaborate with others including students, lessons, teaching strategies, evaluation techniques, developing rubrics, etc.
* Sharing ideas and frustrations with other staff.
* A chance to network with the other counselors. Good chance to collaborate and encourage one another. I do think it has become too much time. We don't need 2 afternoons a month.
* It is just helpful to work with other teachers to find information and share ideas.
* Communication, collaboration, collegiality. These are important benefits, but the quantity of benefit has not been dramatic, and I believe the benefit can be achieved in half the time with less disruption to student learning.
* The department has come together better as a whole unit. It is easy for math to become segmented because of our specialties.
* I feel more comfortable with my colleagues and have developed good relationships! I honestly really enjoy PLC time with great people.
* I appreciate that our group can have time to work together and discuss issues that relate to us, since we're a little different than most of the other PLCs. We support the other grade level PLCs.
* Having common assessments allows us to compare results of student work.
* Helps to make us more accountable.
* It has been a good opportunity to work with my peers.
* forming relationships - time to collaborate
* My PLC helps me prepare for the upcoming students and their needs
* I appreciate the time to work with the other teachers that are teaching the same grade levels as I do. We need more time to discuss day to day lessons and improve the lessons that we are teaching.
* Sharing and learning from our own experts (my team).
* It allows time for me to reflect on myself as a teacher and ask for methods to better myself as a music educator.
* people are available to bounce ideas to
* It is great to work with a group who share so many ideas and activities. Also Angie is such an organized, sequential presenter as well as a person who looks for fun ways to teach kids. That makes a big difference to me in how well PLC is working.
* Being able to implement ideas that other k teachers share with the group. As Mary has said...we have experts in our own building. It's beneficial to learn from others.
* Time together to learn, share ideas and plan during PLC is very important to our team! That's why we work together so well!
* Time together and a chance to review data. Looks like our time together will be consumed with Data Walls and SINA items...I know this will help in the long run, but we are still behind with our rubrics and common assessments. Just need more time to get this year correct, before we keep adding more items.
* Being part of a team and having the time to collaborate is very beneficial!! I feel that having the time to share ideas and resources definitely makes me a better teacher and all of my students benefit from what I gain during PLC time!
* Doing common assessments
* I feel I have time to talk about individual students. Frustrations are discussed.
* I think that it provides a way for us to discuss information policies and lessons. It clears up confusion.
* sharing ideas, concerns,achievements good sense of community
* I am more focused on GLB's and have gained a lot of instructional ideas from fellow teachers.
* Refer to my answer on question 9. All they have done is add stress to my job and take time away from the things I really need to do.
* I work with a very talented, caring, professional team of 5th grade teachers. I value their expertise and support.
* It is a good place to share positives and negatives. We need like minded, like discipline times to collaborate on issues. Our department has always been well congealed and have used these times very effectively.
* none
* allows time to speak/collaborate with teachers to promote information literacy skills.
* I am able to share my knowledge to a select few.
* I think that the PLC time helps build relationships with the people who are teaching the same discipline. Also to get new ideas and strategize to help make the program better and keep a goal going throughout their 3rd-12th grades.
* time with people I like
* I get great ideas to try in the classroom. I have a support team that I feel I can communicate with.
* I think we are learning to work together more. Having common assessments has "forced" us to come together. Our PLC time is not used to build assessments though since we are more departmentalized than other grade levels.
* The support is good, but mostly it's a waste of time and takes us out of the classroom, away from kids where we belong.
* I enjoy spending time with my department. They keep me going and brainstorm with me about whatever issues I am having at any time. They always have ideas for me about what I can do differently or better.
* Time to share & prepare---& making sure deadlines are being met. We need to have time to work on a procedure's manual, updated teacher check list to go by for staffings, our own Guided Study Expectations, adding to banked files on the IEP,etc.
* I have gotten to know the other teachers in my department. There is better communication
* It is great to have time to collaborate with my coworkers.
* More time to visit a SPED kids that might be drowning.
* Getting time set aside to focus on teaching collaboration is great
* Stronger collaboration with colleagues with exchange of ideas and information.
* It gives us a chance to sit together and talk. It is an opportunity to share ideas and to help one another.
* I really enjoy having the time with my PLC, and to discuss students as well as approaches-- we all have such different strengths that it's a great way to work together & build on one another's knowledge.
* I benefit from the networking with other counselors in the system, even time with the counselors in my own building. There is not time for that to occur during a school day. The networking has also help to monitor and track some of the students throughout the years. It gives us a chance to discuss how our efforts during the elementary years (like the attendance monitoring, SATs) has had an impact on them throughout the levels.
* Sharing, confirmation
* I love our PLC time because it provides an opportunity for my team to look at student data to drive our decisions, to collaborate ideas and better improve ourselves as professionals.
* I learn from my colleagues at different levels of instruction exactly what they cover and how they are instructing specific content so I may continue to build upon student content without being overly repetitive or perhaps skipping important scaffolding.
* It helps us keep together. We need one consistent day a week to meet for 2 hours. Also, we need to be left alone to do what our grade level needs to get done.
* It's a great idea if used appropriately for teacher and student improvement. Give us specific tools and data to look at to analyze and see if its something that could benefit our department or school.
* Collaboration may be the best way for teachers to learn.
* Communicating with my department monthly
* Getting new ideas to make the lessons more meaningful Discussing/using new strategies for struggling students. Overall, making me an even better teacher Planning lessons/units together
* Discussion of how students are doing in the other classes and effective ways to handle poor behavior.
* Meeting with my department to discuss kids and ideas to meet needs effectively and appropriately.
* Sharing ideas
* sharing ideas
* DISCUSSING IDEAS, STRATEGIES, AND INNOVATIONS IN TEACHING
* I enjoy the PLC. I believe it impacts my students and my teaching style in a very positive manner.
* The sharing of ideas, interventions and strategies.
* I am able to bounce ideas back and forth with other teachers to determine what the best method of instruction would be.
* We have rotated chairs. It depends on who shares as to the committment of the group. There are many of us who want this to work. There are others of us who believe we are too different.
* Gaining better knowledge of what the 4th grade team is doing in their individual classes and as a whole group.
* Sharing wonderful teaching ideas and gaining the educational aspect of it from my peers.
* Better relationships between teachers. Having time to collaborate on lessons and new strategies.
* We are able to get a lot accomplished with math this year.
* Working with other teachers who know more then me
* I value our time together and can see how it is intended to improve our teaching. I love the camaraderie between coworkers that I did not previously feel. I also love the sharing of student work and lessons.
* It is nice to get together as a grade level and to hear different points of few or hear the strengths and weakness of their students.
* Providing impetus for peer collaboration. Team work is essential for greater change. The is no "I" in TEAM.
* to gain new strategies from other teachers
* I have appreciated having common assessments and rubrics, so I am certain to be teaching the same material to my students as the other teachers. I feel that this will be a more beneficial time when we get "kinks" worked out!
* Able to share and acquire new ideas!
* I feel a part of a team that decides what our needs are and how we can help each other and improve.
* I am pleased with the business like manner in which the meetings are held. No side bars and much is accomplished each time
* Being able to meet with our PLC group has provided an opportunity to work more closely together and we are able to be supportive and more in touch with what is happening in each of our classrooms. Also, we work well together and we can better align our curriculum to meet the needs of our students!
* getting to know teachers better, sharing ideas, unity

**What, if any, suggestions do you have to make PLC Collaboration time mmore effective and/or efficient?**

* Do not just meet because we have meeting time. Give us clear goals.
* more direction
* Less mandated topics and forms. Let us work on what we know we need to work on. Trust us as professionals. You'll get much better compliance when we're not treated like there's an attempt to catch us doing wrong. Wish there was some way to do it without taking time out of the classroom
* Put fewer restrictions on what can and cannot be discussed during a PLC meeting
* Go back to the agendas like last year
* Fewer district wide meetings and more building level meetings 2) Use of days to visit other districts to view their implementation of guidance and counseling 3) Tasks that are based upon completion and not 'seat time'. In other words be able to leave when the task is completed and not be forced to fill with idle nothingness. 4) Have a specific agenda that is relevant to the guidance department. Not one that has been tweaked from the regular ed. 5) Allow guidance to 'sit in' on other departmental meetings to gain a holistic view of the building's curriculum
* More time just to discuss departmental issues.
* Maybe for teachers that are only in their area they have more time to visit other schools to visit and observe other staff in the same curricular area, during PLC time.
* Let our department choose how designated time best serves us.
* None
* I wish talking about student concerns was considered more of something we were allowed to talk about and spend more time discussing. For me, student concerns is a "tight" topic as it is addressing the needs of our students and it helps teachers learn what other teachers are doing in a similar class that works/didn't work to give ideas of how to help a student succeed.
* Less of it with time frames more conducive to the amount of work expected.
* let us make our own time lines and decide what we need to work on professionally to benefit our department
* Sometimes what we in SPED need most is time to work on our IEPs, so it would help if some of our PLC time could be used for that.
* none at this time... as we pursue the PEP grant we will need more time to collaborate as a group.
* Guidance does not have the same assessment goals as classroom teachers. The PLC format is not effective for guidance. We would benefit from observing other grade level programs in other districts and attending trainings and conferences specifically related to guidance techniques. The PLC time could be used to work at our grade levels.
* I'd love time for our team to observe a "more effective" team work to help us improve our communication skills / effectiveness of our group. Continued training of the PLC facilitator. Rotating PLC facilitators from year to year.
* I know it's not an option, but we need less PD time and more teacher work time. I have things I want to do to research, build better lessons,change bulletin bds, enter grades, 1-4 stuff, etc.
* For our group, probably less meeting time. Many times, we get started and complete in a short period of time.
* Our PLC is very agenda oriented and focused so we feel like we have plenty of time to complete our tasks at hand. We feel like we do not need so much after school meeting time (outside of our two early outs a month). Sometimes less is more in the large scheme of things.
* More often, more time:)
* We are meeting too often. As for this survey, most of it did not apply to guidance. Most questions were about teaching. Please add a NA choice.
* I believe that we, as teachers, will get more efficient as we get used to having time and see the benefit of that time. As stated earlier, I think we should try to achieve this in half the time next year - 1 hour every other week.
* Teachers need unscheduled time to collaborate. I agree the topics we have been asked to discuss are valuable but it is also valuable for teachers of the same topic to have time. My sincere question to the administration is, "How many non-contract hours are expected from a teacher?" My answer would be 7 hours a week. Does this seem reasonable to you?
* None..
* None
* None
* We are doing to much. Please give us an opportunity to work on one thing and do it well, rather than do three thousand things poorly.
* NA
* I would like to see more work on our k-12 Guidance Program as a whole using the ASCA model
* We need to have the freedom to discuss student concerns and other dept. issues that come up periodically such as the Book Fair,Young Writers or computer use scheduling during this PLC time.
* More time.
* Perhaps allow the K-12 PLC's a different collaborative setting, perhaps discussing new studies that pertain to all levels of the subject.
* Our team is still a hodgepodge and sometimes a strong personality shuts down discussion if the topic does not apply directly to her situation. It limits what we are able to do. The problem is that we have different needs but are forced to be a team by default.
* More time needed to share about what is working in our classrooms. A lot of time is spent analyzing the data...but not enough time is given for us to discuss strategies.
* Since we spend a lot of time working on assessments, rubrics, etc. during PLC time, we don't have as much time to spend on book studies.
* An agenda from Mary Cooksley as a common outline each week- and then as the PLC rep, we can add to it. It just always seems that we create agenda's and then they get changed and added too. We would also love to have time to add other items: book studies, new ideas, and other ideas that would help us become better as a team.
* Our PLC has spent most of the year on the rubrics, common assessments, common core etc. that we have not had time to do a book study, read professional articles or share strategies with one another. This is what we would really like to do!
* Continue to give us time to work on assessments and creating units.
* More time to actually work on units and test would be helpful.
* I feel that it should be the same all year. That new items should not be added during the year. We need to have the expectation of what should be done at each PLC very clear at the beginning of the year. This would allow PLC's to be successful for the get go.
* Meet less and have no restrictions when we do meet. There has been times where we wanted to collaborate on a new program or policy (i.e.- lanschool, studywhiz, etc.) and we were told no....you have to discuss and report on a specific topic only.
* 1-hour early-outs each Wednesday as opposed to the 2-your early-outs 1st and 3rd Wednesdays.
* Yes there are topics that are directed but there also needs to be time to discuss concerns. These concerns should not be limited. We were instructed at the beginning of PLC's to use this time to address issues. These should not be limited or censored.
* Give us time to talk about students. 9th grade teaming was the best thing for students and this was done away with.
* Dismiss 1 hour early every other week. Make it equitable for all K-12
* Need to have the proper people on the BLT's, this should change every year or at lest every other year. Allow more teachers to attend conferences or training. Nobody should be making decisions that affect everyone without consulting them first.
* Less frequency.
* I think we need to be able to work in small groups to work on tasks that can help us out in our room. We tend to do more "busy" work rather than work that can help us in our rooms.
* End it and let us actually have time to TEACH.
* If we have to do it, then I have no idea how to make it better. It would be good if we could meet only when we have to versus meeting just to say we met. There have been occasions when we have met only to realize we have already done everything on our list.
* Do away w/ the every other Wednesday early out. Ask the teacher's what they need -- giving more time to them to prioritize. More time needs to be spent in the classroom. Working on the NEW we already have & not trying not to have anything else new this year.
* I truly believe 3 hours every other week is too much time. We are more than capable of getting our work done in a much shorter time.
* We need to be able to use ours to bring in the AEA which work on strategies and so on. In past we were told by principal we couldn't but to me that is very much so stuff that needs to be done during PLC time.
* There are items we need to discuss and go over as a team but are not allowed at this particular meeting so we have to set up our own time outside of this...teachers are busy with other meetings at those times
* We need to have time to work together and not have so much paperwork to complete. We really have not had time to work educationally together due to always having to do some record keeping activity for the district.
* I feel for the guidance counselors, time is needed to also work just at our building levels. As for the elementary level, I feel time is also needed for me to be a part or to share a portion of the time with my grade level teams.
* I would say less number of hours in our PLC meetings and more time implementing our selected Smart Goals and Action Plans with our students in class.
* One day per week. Consistent time. Allow the PLC for each grade level have its time to work together.
* use the planning day at the beginning of the year so we know what to do at each meeting
* None
* It would be nice to have some more time
* None
* focus on one item to do well instead of multiple items. Spend more time on lessons that will help the students.
* Correct implementation of PLC Better understanding of PLC
* Allow time to meet with AEA
* I think it would be helpful if we could observe other PLC's that seem to be "doing it right" as to help PLC's function better and consistently.
* Let us work on more grade level issues than spending all our time on our SMART goal. Our smart goal is focused on Math, and their are times we need to talk about other subjects/things and there is not enough time to do that with all the questions we have to answer for our PLC time.
* Making sure wireless is available so that we are able to share documents effectively.
* More monitoring by prinicpals - more free flow of information to let supervisors know effectiveness of PLC>
* Keep communicating with each other.
* More time
* We need to have more time to work on other subject areas besides just our smart goal. It's frustrating that reading is such a key area in the elementary but we haven't had any time to discuss strategies and ideas.
* We need to build trust in our team. I don't know that you can help with that
* I feel very strongly that the time would be more useful divided, spending a portion of time as separate K-5 and 6-12 groups and a portion of the time together due to the differences in programs.
* I'm not sure exactly what to do. I think having someone come in a model a proper PLC (or maybe just have facilitator be shown) but like I said before, all of our time is being used for other important subjects. It would be nice to just have to talk about student work and share ideas. It is also hard because there are a lot of teachers per grade level. It might be helpful to break off into teams so they are smaller PLCs. All I know is that I am not benefiting the way that all the questions before asked.
* It seems, at times, that our PLC is always in a "rush" to accomplish the agenda, even when we strategically work on the completion of the agenda. How can an appropriate amount of time be given to each group to accomplish the goals?
* I would enjoy creating more items for my classroom. Currently we are working on assessments and rubrics, which is important but isn't necessarily helping my students' learning. I think we need to be more open and honest, as well as use more wait time. I am a person who requires much time to process what is being presented, as well as being given time to think about what I would like to say. I would love to see what other PLC's look like to see if we are on the right track or if we've veered off somehow.
* We keep getting more things thrown at us to do... it takes away from what we started out doing.
* more time
* We need more time to plan lessons and share ideas/activities. This is often the last thing on our agenda and we usually run out of time.
* More consistent schedule.
* It's working!
* I feel we are using the time effectively and efficiently. I like the agenda and the team leader is well prepared for our PLC time.