

Professional Learning Communities:  
 What Would It Look Like if We Really Meant it?  
 March 6, 2010

	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	<b>N/A</b>
<b>Content</b> (relevant and current information)	1		3	10	26	
<b>Workshop Outcomes</b> (defined and achieved)	2	1	3	11	23	
<b>Presentation</b> (effective PowerPoint presentation, organization, communication, etc.)	1	1	4	8	26	
<b>Materials</b> (handouts, notebooks, etc.)		1	3	12	23	
<b>Participation</b> (engaging activities, interactive focus)	1	5	11	7	16	
<b>Overall Workshop Rating</b>	1		3	14	22	

## **What was the most valuable aspect of the workshop?**

- 4 Qs of PLC, how to set up PLCs and plan for celebration.
- Content/Input., Positive, compassionate and knowledgeable presenter. Example of a district that is doing the work.
- Ideas to bring back for developing our skills and data analysis and using it to make good decisions for kids.
- Practical application or definition of PLC – great info on road blocks and justification.
- Very inspiring! A great reminder of the work we are doing.
- The 4 questions. Reminder of celebrations/what we value in hallways/trophy cases.
- This made PLCs and the purpose more clear! I feel like I have some ideas to make PLCs start running more smoothly and focus more on learning.
- Looking at the 4 questions again and thinking about the last 2.
- Validation of the work we are doing and a road map of what to do next.
- Very encouraging. It was nice to see that we are on the right track even though we have a long way to go.
- Real life examples of how to get PLCs started.
- The stress that was put on good leadership and the “focus on learning”. The four questions.
- Validating what we have already done, then giving us strategies to continue on with our work.
- The time to collaborate with colleagues
- Janel’s pragmatic examples of PLC support – changing to a culture of quality... Also the reminder that it’s all about student learning.
- Being reminded of the key tenets of collaborative work and on the importance of learning meetings at all levels. The video clips, especially the one of the teams at Marshall HS.
- The sharing of what happened at Mountain Meadow. The graphic that shows the three levels – admin, leaders, and teachers. Video clips were good for examples.
- The first hand stories/experiences of the presenters
- Identification of systems to implement. Samples of forms that are proven. Theories in practice.
- Real examples. The staff development of leadership teams/principals prior to and in conjunction with staff development for Team.
- Good reinforcement, our school is on the right track but must continue the hard work. All initiatives must fall under the umbrella of the 4 essential questions.
- Reviewing the 4 questions. Time during the sessions to collaborate with team.
- Hearing from someone who has practical and successful experience doing the work and the video clips.
- Review of est. teams and the work of the team.
- Made PLC clearer to me. (I was confused before today)
- Reminders of what our work is as teacher and some philosophical/practical reminders of my role as a teacher leader, teacher advocate, and most importantly – advocate for learning.
- Clear detailed explanation of the material. Great examples. Humorous/engaging. Refocusing back to core concept of the work of PLCs.
- Learning what the discussions at my PLC meetings should look and sound like.
- On solid ground with direction I wasn’t too sure.
- Anecdotal examples, stories to help to illustrate concepts.
- In formation on how to organize collaborative teams and reminder of the 4 questions to guide PLCs.
- Identifying the principal and district team leader columns. We have not been doing this.
- This is such important and valuable work. It’s about our students’ learning.
- Clarification and validation of work that we have begun. Strengthened my understanding of PLC. Results and data do not lie.
- The strategies that were shared for doing the work.
- Attendance with members of staff and administrator. The coaching analogies were a useable piece for immediate implementation.
- Good information/reminders about this work.

## **What feedback do you have for the presenter? Please be specific?**

- I connected to the informal, conversational tone of the presenters, esp. the swearing! Both presenters informative and sincere – very powerful.
- Excellent – Thanks you!
- Handout is barely useful since much of it is unreadable.
- Well done – not specific I know – but for a sunny day – a fine way to spend it.
- Check the P.A. system before beginning. I loved the humor. Great to hear WA schools/tests as examples. I got a lot of leadership understanding, tips, training.
- Great humor. Wonderful stories.
- Involve more participation with guided structured conversations and whole group sharing. Model learning as a community ourselves. Maybe table groups.
- You work well together. Nicely done!
- I appreciate the bits of humor.
- Thanks for your enthusiasm.
- Thanks you for the work you do. The workshop was very informative.
- Bob was a great speaker. Janelle was very practical, otherwise, interactivity was low.
- I found Dr. Eaker's frequent interruptions of Ms. Keating to be very disturbing. I also felt that his approach at times to be condescending and in appropriate humor (with frequently irrelevant segues). Having his depth of experience regarding this work was clear, and he had several great points.
- That Robert allows Janel to complete her parts of the presentation.
- Good Stories, but too many – need to be more selective of what is shared. They became distracting after awhile.
- Smoother transitions between presenters. Let Janel finish the egg story with her daughter before Bob shares his experience/story (sign in the bathroom).
- Well organized, informative, humorous presentation. Exceptional!
- Anecdotes/analogies/stories helpful to me. Examples in handout (particularly the planning guide was tight on the what and loose on the when)
- Liked the real-world examples but felt we left out large chunks of the presentation (haven't looked at the powerpoint to see if we missed sections but felt derailed at times).
- Excellent humor. Celebrations – thank you for the reminder.
- It was very distracting when Bob would interrupt Janel. Felt very lost in the afternoon. Would have liked to have an agenda and sense of what the topic flow was for the day. Less stories and more succinct examples of the work in the schools.
- Auditorium was not a good seating arrangement.
- Thanks you!
- The slides on the printout jumped around in comparison to the slides in the presentation.
- More discussion time would be nice but good overall.
- I lost the focus of PLC with the celebration portion of the presentation. It seemed to go on a bit too long. Obviously very important, but I (probably not anyone else) lost the thread you had so adroitly established prior.
- Nice job presenting the information – the time went pretty fast.
- Great stories. Answered many questions.
- Many of the essential points centered around the accordion analogy. How many district level employees attend your workshops and conferences. How do you encourage buy-in beyond the building level? It seems like much of what was presented was indeed relevant but not current – no new concepts.

## **What suggestions do you have for future sessions?**

- Keep it up!
- A few more talk back to neighbors' times.
- Don't interrupt each other.
- More time to reflect with group after a "pearl".
- Better plan your time so you can get to all the material. What's essential for your audience?
- A location with a writing surface – table.
- More discussion time.
- More interaction needed – with such a small group in the room, it would have been much more worthwhile to engage in more substantive discussion about issues that were/are important to the audience.
- Allowing for more interactive discussions about the 4 questions and specific templates for getting at the nuts and bolts of these.
- More time to hear then process by talking to others. Auditorium is not a good venue for 6 hours of listening.
- Other than transitions, keep doing what you're doing. Very entertaining and helpful examples.
- Would have liked more attention on questions – what to do when students experience difficulty.
- Student thinking should be emphasized as much as data that is in reportable form.
- Draw from the audience information about their needs and prior experiences. Maybe a driving question form each person collected at the beginning.
- More discussion time for groups.
- This was very helpful, informative and incredibly timely considering the status of our current grade level PLC. I look forward to implementing these ideas and continually improving our PLC/building.
- If anticipating a smaller group work in a smaller setting.
- Audience interaction? A lot of stand and deliver.
- Facilities location and how the presentation structure didn't foster much participation or engagement by individuals or groups.
- Working with dysfunctional teams.
- More time for peer interaction/processing throughout presentation.
- More opportunity to process ideas with others. Maybe a different room arrangement.

## **Other comments:**

- Great thanks
- I'm going to order Learning by Doing when I get back to school. I have a direction of where I want to go next. Thank you so much.
- Thanks you for the reminder to celebrate with kids and staff. What's your trophy case. I will you this.
- Thank you for your continued commitment to learning and kids, Janel and Bob. White River must be a special space!
- The facilities were not real conducive to listening sitting, and taking notes.
- The workshop was rejuvenating.
- There was a preponderance of examples that were geared predominantly to improving test scores rather than improving student understanding. Formative assessments are so much more than common skills-based assessments. It would be good to also acknowledge that PLCs can also delve very deeply into a variety of student work rather than just tasks.
- I have found recognition is perhaps less important than celebration and sharing. To support PLCs celebrate and share the work that helps encourage the work.
- Very entertaining presenters, great observations, sense of humor and examples.
- The content was not new to me, but it was delivered in a refreshing way and helped me think about the work we've been doing and how to do it better.
- Excellent Job! Some great handouts. Excited to share with my PLC team on Monday.

- The presentation was enjoyable, inspiring, well-paced, lots of humor. It was noticeable that some very difficult aspects of PLC work were presented as a rather easy. I wonder if emphasizing numeric results influences teachers to create assessment that will show improvement. For lots of reasons, there won't be improvements – do teacher fear showing these results or might that be part of a process? Maybe more acknowledgement of the really hard parts.
- I really liked the idea of de-emphasizing PLC and emphasizing our "work".
- Love to visit.
- Thanks.
- Thank you for a very thought-provoking presentation that is sure to fire a lot of discussion and enable productive changes in the coming weeks and months!
- Thank you for a very thought provoking and empowering workshop. Well worth the drive!
- Good bunch and thanks very much!
- While sharing the success of White River School District was insightful, consider sharing the collective data of troubles schools who have since embraced the learnings of PLCs.