

PLC Effectiveness Scorecard

Collaborative Team Meeting Impact Tool

Purpose: Quickly assess whether your collaborative team meetings (PLCs) are driving instructional decisions and improving student learning.

Directions Read each statement from 1-4: 1 = Not in place 2 = Inconsistent/emerging 3 = Mostly in place 4 = Consistently & effectively in place	Section 1: Focus & Clarity ☐ 1 ☐ 2 ☐ 3 ☐ 4 Teams focus on essential standards ☐ 1 ☐ 2 ☐ 3 ☐ 4 Learning intentions & success criteria are aligned ☐ 1 ☐ 2 ☐ 3 ☐ 4 Discussions stay focused on student learning
Section 2: Use of Evidence ☐ 1 ☐ 2 ☐ 3 ☐ 4 Teams analyze actual student work ☐ 1 ☐ 2 ☐ 3 ☐ 4 Common assessments are standards-aligned ☐ 1 ☐ 2 ☐ 3 ☐ 4 Teams identify specific misconceptions	Section 3: Instructional Response ☐ 1 ☐ 2 ☐ 3 ☐ 4 Teams plan specific instructional adjustments ☐ 1 ☐ 2 ☐ 3 ☐ 4 Interventions are targeted to student needs ☐ 1 ☐ 2 ☐ 3 ☐ 4 Teams evaluate which strategies worked
Section 4: Cycle & Accountability ☐ 1 ☐ 2 ☐ 3 ☐ 4 Teams use a consistent meeting structure ☐ 1 ☐ 2 ☐ 3 ☐ 4 Clear action steps are defined each meeting ☐ 1 ☐ 2 ☐ 3 ☐ 4 Teams revisit decisions to monitor impact	Section 5: Leadership & Support ☐ 1 ☐ 2 ☐ 3 ☐ 4 Leaders monitor PLC effectiveness ☐ 1 ☐ 2 ☐ 3 ☐ 4 Team leaders are trained facilitators ☐ 1 ☐ 2 ☐ 3 ☐ 4 Expectations are consistent across teams
Scoring 45–60 → ● High-Impact PLCs Systems are strong and improving instruction consistently 30–44 → ● Developing PLCs Inconsistency is limiting impact 15–29 → ● Compliance PLCs Meetings are happening but not improving learning	Reflection • One strength in our PLC structure: • One gap limiting impact: • Where are teams inconsistent? • One immediate change we will make:

Next Step
If your PLCs fall in the yellow or red range, the issue is rarely effort—it's structure, clarity, and coaching. Want help building high-impact collaborative teams? **Let's connect.**