PLG Roles & Responsibilities

FACILITATOR

• Solicits the agenda and time frame for each agenda item for the meeting at least a week in advance (often this is done at the end of a meeting in preparation for the next meeting)
• Drafts and distributes the agenda, including time and place of meeting, far enough in advance to give participants time to prepare (e.g., at least 24 hours ahead of weekly meetings, at least a week before monthly meetings)
• Confirms that logistics are in place for meeting (location, refreshments, presenter(s), materials, etc., as appropriate)
• Begins each meeting reminding members of norms and reviewing agenda items
• Facilitates meeting within the framework of the agenda and the norms; directs processes; keeps group on task; focuses group energy; encourages and protects participants’ engagement
• Reviews decisions made (what, who, when, how, where) and develops tentative agenda for the next meeting within last ten minutes of current meeting
• Reviews the norms at the end of the meeting inviting comments from group members

FRIEND OF THE CHAIR

• Supports the facilitator in any way possible
• Keeps a speakers’ list to ensure equity
• Calls attention to norms as necessary
• Serves as timekeeper for the agenda items

RECORDER

• Keeps a record of the meeting using established template if necessary (including attendance, key points of discussions, decisions made, etc.)
• Determines accuracy of meeting events whenever necessary
• Processes minutes and distributes to team members within a week of the meeting

PROCESS OBSERVER (see reverse for guidelines)

• Watches the process and reflects back to group regarding use of norms
• Attends to decision-making process to monitor ideas put forward and action taken
• Keeps track of unfinished business and puts on agenda for next meeting

REFRESHMENT MANAGER

• Supplies food and drink for the meeting, sets it up prior to meeting if at all possible
• Keeps receipts for all food and supplies and presents to principal for reimbursement if funding allows, or collects contributions from group

ENGAGED PARTICIPANT*

• Monitors own and others’ adherence to group norms
• Seeks and provides data to support topic under consideration
• Clarifies decision-making processes and levels of authority
• Opens the door for others to speak; listens to own listening; tests consensus
GUIDELINES FOR PROCESS OBSERVATIONS**

While the Process Observer carries the primary responsibility of reflecting back the group’s interaction and processes, in the most high-functioning teams, all participants pay attention to the group’s dynamics, energy and engagement levels, and mutual respect. The following guidelines can help participants become more self-aware of their own and each others’ interpersonal communication processes.

1. Be specific about the behavior you see.
2. Don’t interpret or judge; just describe. You cannot observe someone’s intention.
3. Notice the impact of the behavior on other people, the topic, the group, the decision, etc.
4. Observe patterns and avoid overgeneralizing from a single event or incidence.
5. Comment on strengths as well as areas of growth to enhance effectiveness of group.

NOTICE AND OBSERVE

1. What is the general atmosphere – tense? Relaxed?
2. What is the energy level of the group – high? Low? Excited? Exhausted?
3. What is the level of participation?
   • Does everyone participate?
   • Which procedures encourage or discourage participation?
   • Who is talking? Who is silent? Who initiates?
   • Who is “outside” the group… ignored… discounted?
   • Who seems to be shutting down or moving out; silent, filled with feeling?
4. What is the quality of participation?
   • How well are participants listening to one another?
   • Are participants speaking to one another
   • Did conflict arise? How is it handled?
   • Who interrupts whom? Who has eye contact with whom?
5. How much clarity is there in the communication and processes used?
   • Do participants understand the processes used in the meeting?
   • Do participants understand what they are to do between meetings?
   • Who appears confused, unsettled, unclear about next steps?
   • How many questions were there about the process? Decisions? Next steps?
6. What is the content being talked about?
   • Are there common themes or topics specific to particular grades, content areas, roles?
   • Is the content related to the agenda or are new topics raised?
   • Who introduces new topics or agenda items?
7. How clear is the decision-making process?
   • When is the group ready for a decision? Who calls that?