

PLC Share Out 2015

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Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Airport Elementary

Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST)

Variable

Response

Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST) | 1

Cathie Jackson, Gr 5/6, Stacey Paul, Gr 6/7

If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry.

Variable

Response

If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry. | Key contact

Stacey Paul

Professional Learning Communities often take up to three years to fully mature and produce consistent results in student learning. The next 2 questions seek to determine where you feel we are on the spectrum of PLC development. Please consider the STAIRS model and following quote, and choose a category below that best describes where your team/school was situated in relation to the definition at the beginning of the year?

"An effective professional learning community has the capacity to promote and sustain the learning of all professional and other staff in the school community with the collective purpose of enhancing pupil learning." (Creating and Sustaining Effective Professional Learning Communities, Louise Stoll et al, 2005, p 181)

a developing professional learning community (nearly achieved all the steps)

Where do you feel your group fit on this continuum at the end of the year. At the end of the year our team was:

a developing professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

2. Acting/Implementing

INFORMATION ABOUT YOUR PLC INQUIRY

1. Planning: What is/was your Inquiry Question?

How can we improve both student attitudes towards writing, and student achievement in writing?

2. To what student need are/were you responding?

writing reluctance, lack of writing fluency, and limited awareness of how to improve their writing

3. ACTING: What actions/interventions/strategies did you or will you implement or explore?

daily writing (writer's notebook), weekly sentence building, use of 6 traits and specific, positive feedback, metacognition,

3a. What resources, materials, links, tools, experts, or research did you use?

Please provide details so others may easily access those same resources in their similar inquiries.

Lessons That Change Writers, Nancy Atwell, 6 + 1 Traits, Ruth Culham, Become a Writing Thief, Ruth Culham, Trait Crate, Writing Fix and Corbett and Dena Harrison website and online resources

3b. Did you co-create any new tools, assessments, resources or materials?

formative assessment strategy using purely positive, specific, descriptive feedback, lessons on constructing a variety of sentence styles

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Grade 5/6/7
ii. If they are accessible for other educators to use, where are they located?	contact Stacey Paul if you'd like more information

4. OBSERVING: What are/were the results of your inquiry/implementation/project?

We found students' confidence and fluency have improved; the organization and depth of thought in their non-fiction writing has improved and their creative writing is richer and more expressive

5. What types of information/observations/data did you monitor or collect to confirm your intervention is/was working?

initial survey of attitudes towards writing, periodic writing samples, in class observation

6. How did your project improve student learning? If you are just starting, in what ways do you anticipate your project will improve student learning?

Students demonstrate increased willingness and confidence, as demonstrated by writing fluency (see also description in Question 4).

7. REFLECTING: What are/were some of the highlights of your PLC journey so far? What worked well?

Working with an experienced teacher and experiencing mentorship; selecting the most effective practices, consciously implementing them, and having the opportunity to reflect on and hone them with a colleague; seeing the improvement in our students' writing.

8. What are/were some of the challenges? (By sharing this information, we are better able to identify needed resources, guides or solutions)

Only one copy of Nancie Atwell's A Year of Poetry (which never arrived), sharing resources

9. What might be helpful to have/know/do next time in order to improve results or move forward?

We will do a follow-up attitude survey to end this year. We will continue to look at new writing research and resources as they appear.

10. What are your next steps, moving forward? (i.e. Continue on same project, adapt or expand the project or start on a new focus area/project)

Since Cathie is retiring at the end of this year, our project coming a close. Stacey will continue to focus on writing as an area of interest, but she is looking towards a new PLC focus.

Thank you for your time and for sharing your insights, resources and learning with your colleagues and the educational community.

What's next? We will keep you informed as to where the collection of responses may be accessed, ideally by late May or Early June. It was asked that we have the results of this form sorted into a key-word searchable format, which requires working with IT to develop an appropriate platform or platforms. Themes will also be pulled from the data and shared district wide. Thank you.