

PLC Share Out 2015

<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/6613f17870ad42daf1c669e225ae4118cf06ad9b/>

Filled Wednesday, May 13, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Arden 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

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Karen Eigler, Vicki Harry, Jody Quiring

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

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Karen Eigler

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 mature/established professional learning community (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 mature/established professional learning community.

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

6. Planning next phase

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can we intergrate differentiated approaches to teach communicative competencies to an inclusive and diverse school culture.

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

To students with reading and writing challenges.

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

In year one we focussed on reading interventions. Strategies included accessible book such as ebooks. This year we focussed on writing interventions using a variety of technologies.

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.

In year one we introduced "text to speech" technology, such as Overdrive, using the community public library as a resource. We also instituted bring your own device BYOD mini-lessons with the students. This included the help of Mike Stevens and Kara Dawson. This year we introduced "speech to text" technology, such as Talk Typer. Our experts from last year continued their support as well as the SET-BC consultant. We were also introduced to BryteWave and Destiny Quest apps. Addition apps such as Toontastic and StoryCreator Pro were also used. The LRC District Teacher Librarian, Mrs. Pearce, provided us with links to ebook through Destiny.

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

We created our own surveys for data collection through "Survey Monkey." This provided us with a visual assessment tool.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	1-6
ii. If they are accessible for other educators to use, where are they located?	Online

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

The results were an increase in ebook usage and students use of speech to text technology.

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

Survey of student sample population at Arden using Survey Monkey.

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 were more confident and enthusiastic about reading and writing using accessible technology.

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

The highlight was student success! Students with reading and writing challenges are now producing more work and sharing their learning with their peers.

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

Challenges included technology not always working as it should-this has vastly improved with the new computer system.

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

Next time we would like to expand our sample group to the larger school population.

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)

Continue with the project using additional computer programs and apps. In addition encourage others to use existing resources such as Destiny. Please see our linked PREZI for more information.

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.