

# PLC Share Out 2015

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*Filled Tuesday, May 19, 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
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	Leah Lloyd, Michelle Honeysett, Lucinda Wolters, Jennifer Hedican, Karen Renison-Kane, Chris Lamont, Deb Krueger, Andrea Prager, Luisa Periera, Bonnie Lembke, Holly Forestor, Sarah Beynon,

**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	Lucinda Wolters

**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)

starting the journey to become a professional learning community (have plans to achieve 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:**

5. Evaluating/revising

## **INFORMATION ABOUT YOUR PLC INQUIRY**

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

How will implementing a Response to Intervention plan help all students achieve success?

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

The vulnerability of our early learners in academics and behaviour.

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

Using the same assessments to group students to target specific learning needs. Group activities were streamlined to suit the needs of the students in that group.

### 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.

We used Chris Weber's books and workshop ideas. We also read research articles, watched videos and tapped into the expertise of our colleagues.

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

No. Pooled our existing assessments and resources to find the best fits.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	(No response)
ii. If they are accessible for other educators to use, where are they located?	(No response)

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

At the start of the year 6/44 kindergarten students knew all 26 letter sounds, at the end of this year 36/44 know all 26 letter sounds.

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

Pre and post assessments and shifting in groups and their targeted learning outcomes.

## 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?

Increased their knowledge of letter sounds. Looking to start at implementing RTI as a whole school model next year.

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

Getting to work with a diverse group of teachers, EA's and OT.

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

Coming up with effective, time efficient assessment tools for all grades.

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

Have a schedule that will allow for all classes to participate in RTI next year.

**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)**

Expand on the project to include whole school, possibly starting the year with a behaviour focus for the first 6 weeks of the new school year.

**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.