PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/53cac47af7cd3fde961ec14c863ae9945643e8c5/

Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Aspen Park 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	(No 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.

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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:

2. Acting/Implementing

INFORMATION ABOUT YOUR PLC INQUIRY

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

how do we further engage students in their own learning/writing using a writing continuum?

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

student engagement and self assessment

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

Use our writing continuum in conjunction with and ongoing use of the 6+1traits of writing for students to self assess their writing.

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 similiar inquiries.

Sandra Herbst Carol Walters online writing samples, student's own writing samples, 6 traits of writing.resources. Data collected from surveys to parents and students.

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

WE COLLABORATIVELY MADE A WRITING CONTINUUM FOR STUDENTS SELF ASSESSMENT. WITH CRITERIA!

Variable	Response
i. If so, for what grade level or subject area are they best suited?	k-7
ii. If they are accessible for other educators to use, where are they located?	That has not yet been determined.

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

We are starting to use our writing continuum with our students.

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

We are in the process of implementation.

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?

We anticipate that the students will take more ownership as well as be more engaged with their own writing through utilization of the writing continuum.

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

Collaboration with colleagues. Having the time and a common focus to work with colleagues.

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

We were awesome!!!!! and we were self sufficient.

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

We had a plan from the beginning which was a common focus for the whole staff and we were enthusiastic.

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)

We are in the process of implementation of the writing continuum and we are now working on smaller groups on projects involving assessment and evaluation.

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.