PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/ecbbf749614f5938dbb6f59953d1b28605ca1852/

Filled Wednesday, May 06, 2015

BACKGROUND INFORMATION

In which school is this PLC team based?

Brooklyn 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	Gail Robertson, Andrea Cochrane, Shelley Longland, Marcia Green, Nicole DeLuca, Cindy Blackmore, Lisa Scheck

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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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	Lisa Scheck

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:

4. Reflecting/analyzing findings

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can we get students to recognize and develop an awareness of their own learning?

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

Children were not as engaged in their learning as they should be.

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

We introduced and worked with the successful learning traits with our students.

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.

Sue Bannister's Successful Learning Trait posters, books, video clips, guest speakers : Martin Hartig, Jaki Braidwood, Lynn Swift. Gail Martindale

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

categorized and labeled picture books for each trait, created grade specific lesson plans, created a video resource list

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?	PLC Binder and the back room of the library

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

ongoing process. we're seeing progress

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

reflections (oral and written), daily observations, work habits, conversations

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?

-they're becoming more aware of their own learning

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

-students are starting to learn the language of the traits

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

copyright of the aboriginal aspect, challenging to find age appropriate video clips,

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

-that each teacher has their own ipad in the classroom to catch students engaged in the traits and record the student's learning

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, adapt and expand the project; focus on getting the aboriginal piece in next 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.