

PLC Share Out 2016

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Filled Wednesday, June 01, 2016

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PLANNING

Sharing what we have learned in our 2015-2016 professional learning collaborations with colleagues helps us all...• improve student learning for all students,• identify valuable resources and tools now available to help educators• reflect upon and enhance our collaborative practices• celebrate and share our learning and our students' growth and successes. Please take some time with your team over the next few weeks to complete this PLC Share out template. The deadline is JUNE 8, 2016. Responses will again be posted on Learn71 PLC sorted by "Themes" and "Schools"

1. In which school is this PLC team based?

Brooklyn Elementary

2. 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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Marcia Green,
Grade 2/3, Caroline
Parish, Grade 3

3. 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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4. Planning: What is/was your Inquiry Question?

To discover how using a writing continuum will help our students engage in writing, build awareness of their own development and take ownership of their assessment,

5. To what student need are/were you responding? What student learning issue did your team focus upon or seek to improve?

We wanted students to be more accountable and more aware of their own writing and what they could do to continue to develop it.

ACTING

6. What actions/interventions/strategies did you or will you implement or explore?

We explored an already existing continuum, we collaborated with a colleague from another school, we created a lesson plan to to get a baseline writing piece, we tentatively placed student writing on the continuum (together) before we have students (in partners) place their own work on the continuum , we had many samples of writing for the students to practice placing on the continuum (partners and group discussion), we had students set writing goals based on their placement on the continuum.

7. 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.

Writing continuum from Royston Elementary, Kathy Sirrs, Mattland by Hutchins

7a. Did your team or school co-create any new tools, assessments, learning resources or materials as a result of your inquiry?

No, but hope to next year.

7b. If yes, for what grade level or subject area are they best suited?

(No response)

7c. If these tools, assessments, rubrics or materials could/will be made accessible for other educators, where will they be located? (i.e. LRC, online links, at your school?)

at our school, posted in the hallway

OBSERVING

8. What are/were the results of your inquiry/implementation/project on student learning? What changes, if any, did you see in student learning, behavior or engagement that correlates to your team's interventions?

Students demonstrated an ability to focus more specifically on a single area to help improve their writing. Peer sharing/assessment and the conversations generated between students was focused and on topic.

9. What types of information/observations/data did you monitor or collect to confirm whether or not your intervention is/was working? (i.e. qualitative, anecdotal, quantitative sources: surveys, student journaling or student work, changes in attendance or behavioral incidents, before/after videos, test scores, DART, observational checklists, student self-evaluations, interviews, completions rates.)

Monthly assessment of student writing pieces, interviews, personal assessment continuum shows their growth

10. What were some of the student learning highlights that your team shared that could be shared with others? What student successes/stories stood out for you?

The student goals set allowed those students who were not keen writers or willing to push themselves, the opportunity and incentive to focus and have growth in their writing.

11. If you feel your initiative did not improve student learning at this point in time, why do you think that might be? Can you identify any impeding factors? What advice would you give peers who are exploring similar issues to help them avoid these impediments?

We think some students have not shown growth, but this is largely due to the fact that we were limited with time. We started our inquiry in February.

REFLECTING

12. What are/were some of the highlights experienced in your Professional Learning Community journey so far? What worked well?

Great team work, common vision, student enthusiasm, helpful not to have recreate the rubrics/writing samples (this would have taken us the whole year, plus.)

13. What are/were some of the challenges experienced in your collaborative learning community? (By sharing this information, we are better able to identify needed resources or solutions.)

Time crunch, we know this is a work in progress and want to look at rewording some of the rubrics.

14. What do you believe would be helpful to have/know/do next time in order to improve results or help you or your learners move forward?

start at the beginning of the year, more consistently use the continuum and allow students to become more independent in using it.

15. What are your next steps, moving forward?

Adapt or expand the inquiry

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

The results of these Share Out templates will be sorted and posted on the Learn71 website by July 2016, so all educators will have access to the information in time for fall 2016 planning. If you have any questions or concerns about the questions in this template, email SD71PLC@gmail.com. If you have technical difficulties, please contact the IT help desk. Thank you