

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

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) | 1

Maureen Wagner, Paul Otto, Sarah Heselgrave, Alexandra Seymour, Jan Smith

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.

Variable

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Jan Smith

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

What makes a quality project-based inquiry that engages students in active learning. How can we design meaningful inquiry and integrate effective teaching practices that generate deeper levels of engagement among students?

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

Inconsistent student engagement.

ACTING

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

Defined PBL, inquiry, engagement, and active learning. Provided opportunities for project based learning experiences (grade 5 Carnival Contraptions {physics}; grade 4 Explorers, Canadian Wild Life and Aboriginals Dioramas projects; Intermediate Track and Field; StrongStart Pond Study, Airport Investigation and Art experiments; Grade 7 Personal Learning Projects and Mesopotamian Living Museum) that featured student choice. Became co-learners with our students. Developed "I can" statements (initially for assessment then later for early project design) for a variety of projects and learning experiences. In the younger ages (StrongStart) instilled a sense of wonder and asking questions.

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.

Watched several video clips from Edutopia and other sources; "5 Keys to PBL" then compared that to Doug David's framework for inquiry. Looked at how connections to the re-designed curriculum

would fit. Four members from this group and 6 from staff attended Maker Space workshop and are looking at ways to implement Design Thinking.

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

"I Can" statements were created for a variety of projects; math, socials, physical education and science. A google survey was created to gather feedback following a personal inquiry project.

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

See above for grades 4-7

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?)

"I Can" statements for track and field; Mesopotamian Living Museum and Math GeoBunnies will be available on Learn71. Grade 5 Carnival Contraptions project and I Can statements will be available through the LRC science kit for grade 5 physics. StrongStart blog

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?

PBL in StrongStart children and families were observed spending more time on questions and interests. Observations in intermediate grades students engaged and learning by doing. Engagement of learning was evident in students' reflections in portfolios and through Google surveys.

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.)

In progress

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?

Grade 5s Carnival Contraption Fair and Grade 7s Living Mesopotamian Museum for the school; Grade 4s created and presented a power point presentation on Canadian Wildlife for their parents. The students exhibited pride to be able to share their knowledge and creations with their school mates and caring adults.

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?

It will continue to improve over time

REFLECTING

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

A team that is highly collaborative and motivated. Learning and sharing together with each other and the students.

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 - started late (January)

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 in September - more frequent, shorter time to touch base

15. What are your next steps, moving forward?

Not sure

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