

PLC Share Out 2015

<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/30a0cfe65b7646a0709959f7d342ca81d8a06e2d/>

Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Cumberland 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	Frances Forges, Brian Gorman, Faye , Ruth Wallace, Lottten Lagerquist, Shannon Dillman, Judith Lavesque

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)

working to re-establish what we had previously achieved as a professional learning community (starting on 2nd cycle from last year's inquiry)

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:

starting the journey to becoming a professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

3. Observing/data gathering

INFORMATION ABOUT YOUR PLC INQUIRY

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

Can we knit the community together (school, community and elders)?

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

Anxiety, stress, self regulation, community building. Creative expression

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

knitting club / knitting kits in classrooms / displaying completed projects /communication board

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.

Donations from the community, web sites/youtube:

<http://www.heartmindonline.org/resources/knit-to-be-focused-and-calm/>

<http://craftyarncouncil.com/> / spindle 7, Coast Salish knitting video from the LRC / patterns from books from the library / Teacher instruction by Katie Likenmoser.

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

yessir eee Bob! knitting, crochet. spool knitting kits, mexican looms, viking lucettes etc. Classroom kits.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	K-9! kits and projects were created for any age and ability. Children were encouraged to try new skills. Math, social engagement, self regulation,
ii. If they are accessible for other educators to use, where are they located?	In the library and cataloged

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

through the questionnaire students claimed to be more calm, relaxed / productive / have a boost in self esteem / and happy

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

surveys and pictures

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 need to get it out of the library knitting club and into the classroom where teachers can use the kits to teach math skills, self regulation relaxation, stress relief and creativity. Furthermore, knitting in a group setting impacted significantly on perceived happiness, improved social contact and communication with others.

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

Watching the expressions on the students faces as they grasped the concepts and skills. Seeing the knitting club grow in numbers and becoming its own little community. Through this little community our hope and goal that these students will encourage others to join

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

Getting kits into the classrooms. Finding time to put the project in action.

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

Create a greater knowledge and enthusiasm to other PLC groups, teachers, parents and other community members. Have more time to implement ideas.

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 on....

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.