PLC Share Out 2015

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Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

École Puntledge 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	Paige Sutton (VIU student teacher French); Kari Mathew r. 3 French Immersion; Nicholas Williams Gr 1 French Immersion, Chantal Stefan, Gr K, 4/5, 7 French Immersion; Liz Goodger K French Immersion; Beth Reed K French Imm; Marie Brucker Gr. 1 Fr Imm; Thea Black Gr 2 Fr Imm; Angela Frain Gr 2 Fr Imm; Susanne Bradfield Grade 2 Fr Imm; Sylvia Dakin Gr. 6 Late French; Danielle Allaire EA Fr Imm; Deneen Opala EA Fr Imm.; Kim Marks LST Fr Imm

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	Kim Marks

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 developing professional learning community (nearly 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 developing professional learning community.

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

5. Evaluating/revising

INFORMATION ABOUT YOUR PLC INQUIRY

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

What impact will the Daily 5 model have on student literacy acquisition, particularly with respect to moving into fluent reading and comprehension.

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

We wanted a consistent language arts delivery model that could be used in K-3; we wanted students to become more independent, self-directed readers; we wanted to make connections between self-regulation and literacy engagement.

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

2 classrooms fully implemented Daily 5; we continued our Kindergarten intervention program. For other teachers, the PLC time remained an exploration of the model with teachers implementing components of the program or looking at how their current practice might work into the Daily 5 framework.

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.

Two resident experts, Liz and Kari, went out for training and then shared with the PLC group. We purchased Daily 5 resources (manuals) and are working on developing our literacy collection to support students within the model.

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

Yes, we developed a presentation which has been delivered at sd71 pro-d events as well as out of district. We also developed a Kindergarten language intervention program with 8 theme-based, play-based units.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	K-3
ii. If they are accessible for other educators to use, where are they located?	Not at this time but if other teachers want to contact members of our PLC they are welcome to do so.

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

This goes back several years to our team beginning to use a particular method of literacy screening. We saw students' self-regulation increase so that they could engage deeply and independently in books; they could choose books based on interest and appropriateness rather than relying on leveled readers. We achieved our target, which was that 65% 0f all Grade 3 students would achieve IDAPEL benchmarks designed for francophone children.

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

IDAPEL literacy screenings; photographs; graphing with the class; reading assessment; anecdotal records.

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 saw increased self-regulation; increased engagement in reading; increased reading fluency; improved basic literacy skills; improved comprehension; better self-knowledge as readers. For new teachers, we had immediate strategies from expert mentors that allowed me to move ahead a lot faster on behalf of my students' learning. For EA's, the opportunity to participate with teachers about the deeper purposes behind the tasks I undertake each day helps me improve my small group interventions.Strengthens our professional relationships.

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

It is so vital to foster collegiality through sharing food and we've all really enjoyed that. It has been wonderful to have the opportunity to plan and dream together and to watch some of our seemingly far-fetched ideas actually become a reality. Cross-grade commonalities. Moral support: to see that my struggles in my classroom are common to other teachers and settings. Fostering relationships among same-grade and cross-grade teachers. Better continuity for our students as Grade 3 teacher and K teacher communicate about their instruction and goals. There has been no better way to promote student learning, moral, collaboration and effective use of our resources than this PLC model. This is the best pro-d, to be able to learn from each other. when you're in a PLC you don't have to "reinvent the wheel": other colleagues have already addressed the same problems. We've been able to do long-term planning for student improvement that spans many years. The PLC model takes us out of our classrooms--we are not islands, we are not islands, we work as a team and that promotes student success. For a student teacher, it is remarkable to see the level of investment in developing instructional techniques and using resources effectively to enhance student learning.

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

The loss of CST time meant there wasn't a person to go into all classrooms and make sure the common thread extended across all grades. Last year we met as a PLC and talked about interventiosn and then the CST could go into each classroom and support teachers to implement new strategies. We wish we had more opporutnities to visit other peoples' classrooms while in session to see the strategies in action. Our group became too big this year. At certain points we

sensed that we had lost our focus. The previous year the CST had led the group within her role. We were unclear on what the "rules" were with respect to changing--teams, themes, etc.

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

How do we know when we're done? When can we change it up? Splinter off? How do we make these choices without offending colleagues? We wold like to express our gratigutde to the school disctrict for providing us with thes richopportunity to learn from our colleagues.

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)

Our kids have come so far and grown so much that I don't even know if we can predict what we might be able to achieve next year. There is talk of our breaking into smaller focus groups; a discussion of what numeracy projects we might take on. We need to ensure we revolve through member's classrooms as meeting spaces. continue to share successes and fiailreyu s and get support and fedback. This is a vital part of improving our practice.

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.