PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/d152988480453755cf191bcf04ec2e4fbfb1ae74/

Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Huband 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	Noani Costain Shannon Dueck Judith Cudmore Lisa Perry Allan Perich Barb Matson Jen Williams Kari Nye Sylvia Hurford

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)

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:

2. Acting/Implementing

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can we get a deeper understanding of number sense. How can we make children more successful. How do we meet the different developmental stages of children.

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

To further develop number sense

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

Family math night. Math games home. Home math activity calendar. Flash card strategies. De Boice Flash cards. Links to math games put on computers in computer lab. Made a scope and

sequence for math grade level development from K-3.   Using real life to connect math concepts in a problem solving context.

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.

School district math games K/1   Box cars one eyed jack   VanDeWalle Power of ten cards Number lines   Sandra Ball Carol Fullerton   Debbie Nelson

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

Made a scope and sequence for math grade level development from K-3.   Created weekly math bags Created math daily activity calendar.

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?	Yes, just asking teachers where they are.

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

Positive feedback from partents. Having parents as partners and educating families about what we are doing at school.   More time spent on student practice and developing skills. Increased student engagement.   The family participation with the family together, very special time for the children.

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

Observations and parent feedback.

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?

Having a safe environment to practice (play) math games. Teachers exploring new resources. Students willing to take more risks. Students put the same value on Math as we do to reading. Skill improvement. More Flexible thinking.   Improved part part whole. Finding the difference . and counting on.

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

Staff lunch fueled us. Collaboration Sharing of resources. LRC resources   Seeing the big picture across the grades, through discussion and collaboration.

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

Getting the bags back.   Missing pieces.   Narrowing the focus of the project.

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

Develop a system for tracking, and assessing. Speak to common trends.

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)

Explore an assessment tool to monitor progress.

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.