PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/c1186cd9768f2fa15cf727ba9085a7f984b2c477/

Filled Wednesday, May 06, 2015

BACKGROUND INFORMATION

In which school is this PLC team based?

Miracle Beach 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	Kerri Boland, Intermediate teacher; Rachel Murray, Interpreter; Kerry Collier, low-incidence EA; Susan Meredith, EA complex; Angela Hall, low-incidence EA; Janine Buckley, upper intermediate teacher; Tammy Mahoney, behavioural EA

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	Response
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	Kerri Boland

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 mature/established professional learning community (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 mature/established 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?

If students participate in caring for others, how does their social responsibility change as measured by a created social responsibility quick scale?

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

creating awareness of others, taking initiative in making a difference

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

Different acts of kindness groups at various levels (school, community, charities, family, etc.)

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.

Social responsibility quick scale; personal experience/interest; Heart and Mind website; other staff; community organizations

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

Social responsibility quick scale in students friendly language

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Intermediate
ii. If they are accessible for other educators to use, where are they located?	Email kboland@sd71.bc.ca

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

Increased awareness, sense of pride, knowing they can make a difference, buy-in, interest, taking responsibility, looking out for each other

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

Anecdotal in-class observations, parent feedback, appreciation from community, post-test of quick scale

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?

Group bonding, worked well in groups, taking of initiative, public speaking, buy-in, maturing in their self-awareness and their place in their community, autonomy

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

having students choose their topic/group, enough adult support, time, follow-through. Highlights: watching students be engaged and proud of their work, brainstorm board, became softer people, looking out for one another

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

TIME, different ages, classes, abilities, finding ways for everyone to have an equal opportunity to help, group dynamics, work-load, dealing with organizations outside of school, logistics, groups finishing projects at different times (what to do after finished)

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

Be aware of the school calendar, start early in the year, knowing how to share/measure success at the beginning

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)

Follow-through with students, post-test, student report-out/share-out (what they liked, didn't like, what they would do differently). Next year - new class, new projects.

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.