PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/4c7bcca3eea752bd880ff551eee2cb4494f2ce05/

Filled Friday, May 08, 2015

BACKGROUND INFORMATION

In which school is this PLC team based?

Navigate (NIDES)

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	Moira Ashlee Grade 8&9 distance learning, Sam McKay K-12 LST, Alison Mayert Grade 10-12 & Adult Counseling

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	Moira Ashlee

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 increased student engagement with the grade 8 Science curriculum improve student success as measured by course completion rate, unit test marks and individual unit marks.

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

Accademic completion of required curriculum

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

we are working on creating assesment tools that assist students in completing the full Grade 8 science curriuclum online.

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.

D2L, colleagues, BC science 8 teacher website and text book, examview,

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

yes we are co-creating unit assignments in Desire2Learn (D2L - Navigate learning managment system) that are made up of randomly generated questions pulled from a data bank. Our assignments include T/F, Multiple choice, fill in the bank, short and long answer questions

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Grade 8 science
ii. If they are accessible for other educators to use, where are they located?	the section assignments are located in NIDEs D2L

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

we are still working on creating the assignments and will be able to implement there use next September.

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

we have not yet collected data on our new assignments however we were aware of the need, as students are currently unable to complete the full curriculum with current form of assesment.

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 hope that this new assesment format will allow students to complete the full curriculum with a better understanding.

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

networking with co-workers, learning various computer software programs, a better understanding of the science 8 curriculum

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

challenging schedules it was sometimes difficult to get together. Frustrations with computer software programs

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

a better knowledge working with D2L (computer software program)

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 with current project and implement what we have created to collect data and observe student results.

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.