

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/8a43665155db799cc3a523d7f69f45b227184fc0/>

*Filled Wednesday, May 06, 2015*

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## BACKGROUND INFORMATION

### In which school is this PLC team based?

Royston 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

Jacque Anderson, Shelly Croonen, Elodie Geneau, Nora Harwijne, Linda Peta, Todd Phillips, Glen Christensen, Kathi Sirrs

**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

Jacque Anderson

**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:**

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 would developing a writing continuum improve student learning?

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

More ownership of their writing, school growth plan literacy development

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

we co-constructed a writing continuum, student feedback, revised the continuum

**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.

ourselves, 'What's Next for the Beginning Writer', Bonnie Campbell-Hill's continuum (from the Middle East), early primary continuum ideas from Valley View colleagues

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

writing continuum

Variable	Response
i. If so, for what grade level or subject area are they best suited?	pre-conventional to proficient levels
ii. If they are accessible for other educators to use, where are they located?	on our shared drive, each teacher has a copy

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

in progress

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

in progress through class discussions and student 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?**

ownership for their writing and learning, student self-assessment

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

conversations, time to produce it, sharing what worked well and what didn't, TIME to do it!!!!!!!,

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

new staff joining in, willingness, time consuming but was worth it

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

It would have been really HELPFUL to discuss with other schools that had done the same project to save us reinventing the wheel. A district shared drive of PLC projects would be helpful.

**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 to implement in the new school year, start a new focus

**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.