

# 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?

Glacier View Secondary Centre

**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	Toril Turner Gr.10-12, alternate/generalist, Craig Olson Gr.10-12, alternate/generalist, Sue Diedrichs, Gr.10-12, alternate/generalist, Bobbie Bailer, ASW

**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	Toril Turner

**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:**

6. Planning next phase

## **INFORMATION ABOUT YOUR PLC INQUIRY**

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

How can we use tool of technology to enhance student learning and communication with students and families?

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

Diverse learning needs, lack of engagement and motivation, disconnection from school

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

Developing tools/lesson plans for an online learning tasks, Scholantis, UDL, assistive technology tools, online gradebook, consideration of privacy laws/school district policy

### 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 similar inquiries.

Engrade, Readability, Google apps, Select and Speak, Scholantis, powtoon,

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

We developed a primarily online course, which combined the learning outcomes of Planning 10 and Information Technology 10.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Planning 10, Information Technology 10
ii. If they are accessible for other educators to use, where are they located?	Online/Google docs/sites.

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

Some students have begun working on course; some with success and others have struggled (we are an alternate school and many students struggle to work independently); an online gradebook that students can use to track their own assignments; greater understanding of district "Scholantis" technology.

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

Anecdotal. We have used a variety of tools and reflected on their relative effectiveness.

### 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 are more knowledgeable about these tools, and can incorporate them in our planning, and connect students with strategies that may allow them to experience greater success.

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

It was fun to collaborate, play around with some new tools, and design lesson plans that will hopefully be useful for students.

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

Narrowing our topic, Scholantis was hard to figure out, and apparently we are moving away from Google due to privacy concerns.

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

Narrow our focus--set clear goals to work towards.

**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)**

More reflection; identify a new technology or project related to technology.

**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.