

PLC Share Out 2015

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Filled Wednesday, May 27, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Lake Trial Secondary

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

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Ann Marie Kraft
Craig Follis
Lauren Walker
Jeffery VonWartburg

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

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Dean
Patterson

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:

starting the journey to becoming a professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

1. Initial Planning/forming our inquiry question

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can homework club improve work completion and student achievement?

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

Students that needed more time, are not supported at home with a time and schedule for homework, or are not able to complete assignments during class time.

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

All students with outstanding "m" missing assignments, were required to attend homework club. This session took place on Thursdays, afterschool and students were aided by Education Assistants for more focussed 1:1 attention.

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.

We wanted to apply an accountability factor to ensure that all assignments were completed to the best of a students' ability to match the learning outcomes.

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

no

Variable	Response
i. If so, for what grade level or subject area are they best suited?	(No response)
ii. If they are accessible for other educators to use, where are they located?	(No response)

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

We needed more statistics to assess how effective homework club is working. While we know that the rate of missing and "zero" assignments has decreased, there are still a number of students who consistently attend homework club and need the extra time and support to complete assignments. Additionally, students who do not attend homework club but are required to, end up being pulled out of their Friday afternoon exploratory classes to complete work. We are unsure if this is a adequate response.

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

Honor roll statistics from 2012 - 2015. Homework club numbers for the past 3 years would have been helpful, as well we could have a more accurate look at who are the students who consistently attend homework club over the years.

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 working towards creating a school culture with PRIDE... (personal responsibility in developing excellence). By providing the time, support and the space for students to complete their assignments successfully and hand them in, we were able to see students working towards developing accountability and self-regulation skills. Additionally, as course workloads increase with the higher grades this will help them become independent learners which will be necessary in the highschool years.

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

Ms. Taylor and Ms. Gallagher were able successfully encourage our students to become more independent and increase their ability to complete tasks.

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

- lack of accountability to have students attend - sometimes too many students were in attendance with only 2 EA's -

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

- have accountability or consequences in place for non-attenders - (eg. no lost marks for late assignments) - statistics from previous years - tracking students who were regular attenders in grade 7,

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)

Start a new focus area - eg. Silent Reading program after lunch

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.