

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?

Mark R. Isfeld 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
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	Esther Bayles, LA, Brad Smith, English 9, Drama, Peter Lineger, FI Math and Science 8 and 9, Gary Aylward, Art, Lisa Chase, Art, Photography, Stephanie Keys, FI Socials and Francais Langue, Victoria Mulrooney, International Program, Wayne Dellasiaga, Planning 10, PE 9,

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	Esther Bayles

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?

Does improved school culture engage students and increase student learning and success?

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

entitlement, disengaged students, apathy towards school, less positive view of school

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

lots of discussion of needs, feasibility and ideas, sought past experiences of others, looked at what other school do, organizing events like busking at Christmas, wrote/produced/performed in the Resiliency play,

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.

Our experiences, survey of students through TA, auditions, resiliency research

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

Brad Smith cowrote the Resiliency play, developed a framework for student leadership

Variable	Response
i. If so, for what grade level or subject area are they best suited?	high school
ii. If they are accessible for other educators to use, where are they located?	not accessible

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

Christmas Busking Week, Resiliency Play, TA survey, lots of ideas, plans for next year

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

survey, debrief of events, lots of feedback from the play, staff 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?

participating students in the play applied experience and knowledge to class assignments

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

Play was awesome and positive feedback overwhelming, great conversations, lots of laughs, opportunities for students to shine, opportunity for staff to bond

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 money, time and energy to carry out plans and ideas

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

a budget, active AO support

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)

seek staff and AO support to implement ideas next year at a minimal level, establish an ongoing framework of student leadership

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.