

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

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Shawn Holland,
English, Jesse
Pendak, Physics

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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Shawn Holland,
Jesse Pendak

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?

Will offering a combined English and Science course be more engaging for students and help their critical thinking?

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

The ability to see associations between different subject areas and establishing cross-curricular links. Providing a new course that combined English 11 and Physics 11 which would build off of one another helping students, especially science oriented students better connect with English curriculum.

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

Team teaching

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.

(No response)

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

Not yet. Planning stage of a new course -- Applied Science Fiction

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Gr. 11
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?

Students may not be as interested in cross-curricular learning as we thought/hoped.

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

Course selection

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?

Identifying cross-curricular associations and critical thinking

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

Hearing and sharing ideas with a different department. Finding links between the courses.

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

Dependancy on budget and administrative staffing decisions. Being unsure as to whether the course was going to run or not. Time consumed by group meetings.

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

(No response)

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)

Waiting to see if the course runs. Continuing to look at materials related to science fiction/physics

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.