

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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Catherine Akerley, LST, Sarah Jones, senior math, Kim Murcheson, senior math

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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Kim Murcheson

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:

4. Reflecting/analyzing findings

INFORMATION ABOUT YOUR PLC INQUIRY

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

When students answer a questionnaire to evaluate their career preferences and identify math concepts they enjoy in order to choose an appropriate math course does it positively impact student success in math?

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

Students struggle to choose a math course that is appropriate for their abilities and future career aspirations.

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

We will analyze the math course choices made by the students to ensure the questionnaire is producing accurate information.

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.

Questions and topics included in the questionnaire were reviewed by math teachers of grades 9-12.

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

I created a digital version of paper copies of Math Pamphlets (a paper questionnaire created in response to the changing math pathways) in Microsoft Access.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Math grades 9-12
ii. If they are accessible for other educators to use, where are they located?	on the server at Isfeld school.

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

We were able to create spreadsheets of student future math choices for their current math teachers to review.

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

We are comparing the choices made on the questionnaire to the students' course selections for next year.

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 know that a student is much more successful if they are in a math course that is suited to their like and career preferences.

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

The digital version worked with a class of 30 on the computers at the same time.

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

It was difficult to decide which math concepts to choose in relation to which future career.

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

The classes need to hear the same information about what the questionnaire is determining and how the information is used (a set speech).

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)

We will develop a speech to give to the students regarding math and future careers to be discussed in class prior to completing the questionnaire.

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.