

PLC Share Out 2015

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Filled Thursday, May 07, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

G. P. Vanier 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

Shannon Tran Math 8 Teacher, Ross Jamieson Math 8 Teacher

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

Ross Jamieson

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:

3. Observing/data gathering

INFORMATION ABOUT YOUR PLC INQUIRY

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

How do we avoid taking time out of our own curriculum of Math grade 8,9,10 but still drill it (multiplication) and help remedy the problem of low/lack of skills in basic multiplication skills.

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

Functioning in life with basic multiplication skills

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

Exploring the options of what is the best use of time in/out of school to support weaker/lack of skills

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.

Different resources from Internet. Basically traditional times tables and answer keys.

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?	7,8,9
ii. If they are accessible for other educators to use, where are they located?	Shannon Tran or Ross Jamieson

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

Still in process.

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

Not completed yet.

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?

Hopefully it will help with confidence and esteem in basic functioning in class.

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

The kids are smiling when completing their PLC assignment and we laugh together

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

Some basic fear but we get through this with laughter

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

Have some results from grade 6

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)

Adapt and expand to division facts and skills

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.