

# 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?

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	Ilene Yeomans, Matt Bourget, Maye Davis, Chris Wulff = all math/science teachers. Linsay Duncan = band. Myrna Boorman and Christophe Abele = languages. David Ingram = photography, earth science. Grade 8-12.

### 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.

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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	Ilene Yeomans or Myrna Boorman.

**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)

a developing professional learning community (nearly achieved all 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:**

4. Reflecting/analyzing findings

## **INFORMATION ABOUT YOUR PLC INQUIRY**

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

Can we increase student learning by increasing student responsibility for their own learning?

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

Student achievement is decreasing due to a culture of dis-engagement/disconnection

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

Gathering information on learning process, attitudes, work habits, ...

### 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.

Sharing a lot --articles, experiences, rubrics, surveys, strategies

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

Work Habits Self-Assessment, Study Questionnaire, Sharing of how to teach some study skills

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Currently using in varied subjects and grades
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 are spending even less time on school work/study than we thought they were.

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

anecdotal and in process

### 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?

Self-awareness and self-assessment of learning should increase student responsibility for learning.

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

Response of parents and students to the initial work habits self-assessment rubric.

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

A cross-curricular group is enriching and also sometimes difficult. We like the fluid culture of our group but that is also a difficulty. Everyone says the difficulty is time for this work. I might point out that this survey is not the quick 10 min thing 'that one person in your group can do on their time'. When speaking on behalf of a group, we have had to spend time doing this--PLC time. After next PLC's sharing session that will be 5? PLCs this year that we have had to use to meet as a staff or to complete a set of questions for some level of admin. We do not think this is wasted time but it does feel repetitive and intrusive.

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

People seem to know where they are now and where they want to go. We are anticipating some positive growth.

**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)**

Many are changing focus with the same umbrella intent.

**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.