PLC Share Out 2015

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Filled Wednesday, May 06, 2015

BACKGROUND INFORMATION

In which school is this PLC team based?

Student Services

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	Sue Lang (SLP), Karen Langenmaier (SLP), Sandy Moir (SLP), Michelle Marcuzzi (ELL), Edith Martyn (School Psych), Niki Baird (School Psych)

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	Sue Lang

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 increased understanding of assessment measures and data improve interventions provided/student outcomes?

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

Need to increase multi-discplinary coordination of assessment data to better plan/implement appropriate intervention.

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

Sharing and analyzing assessment tools and identifying areas of overlap.

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.

Test manuals, test materials, protocols used by various disciplines (ELL, SLP, school psych)

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?	(No response)
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?

Recognize a number of areas of overlap between disciplines. Identified impact of other skills not specifically measured by particular test items.

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

We are not at this stage of the action research wheel.

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?

By acknowledging and reducing overlap, we can increase efficiency and serve more students. Also, improve level of understanding and interpretation of assessment data through a multi-disciplinary team approach.

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

The opportunity to collaborate and improve personal practice.

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

The number of inital large group sessions detracted from opportunitites for small group collaboration. This feeling of a late start in small group work decreased momentum. Lack of access to materials after sessions.

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

Nothing specific, at this time.

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)

Continue on same project.

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.