PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/3b18019bec2702967206a78cbc9e20e9f72bbfa8/

Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Learning Resource Centre

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	Joan Pearce (Teacher Librarian), Library Clerks: Sandra Wahlgren, Randi Baldwin, Margaret Freney, Maria Lepine, Joan Wynden, Starsa Auchterlonie, Laurie Thompson, Leslie Bell, Virginia McFadden

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	Joan Pearce

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?

What strategies will help students who make limited reading choices broaden their selection?

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

Students tend to pick the same type of fiction reading materials, i.e., graphic novels, and the goal was to introduce them to different genres.

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

1. Contests (i.e., "Treasure Books" If a student chose and read a pre-tagged book that wasn't marked visually, he/she received a prize.) 2. Conferences one-on-one between the library clerk and student to determine interests, reasons for their choices as well as suggest titles. 3. Genrifying

the collection (i.e., genre labels were put on the novels and then grouped together by genre then alphabetically.) 4. "Brown Bag Books/Blind Date" (Selected high-interest novels of targeted genres were wrapped in paper and introduced to the students who read them and gave their feedback.) 5. Displays of series. 6. Encouraging teachers to do their own book talks. 7. In-depth patron interaction during book selection. 8. Guide students through Novelist. 9. Requiring students to take out a new genre, in addition to their favourite one. 10. Encouraging students to share their response to a book with other students.

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.

1. Student borrowing history through Destiny. 2. Student surveys. 3. Book circulation statistics through Destiny. 4. Destiny Catalogue Search. 5. Novelist database. *IN-HOUSE LIBRARY CLERK KNOWLEDGE, EXPERIENCE AND COLLABORATION..

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

1. Genre labels and signs for elementary novels. 2. Reading Survey and Rating sheet. 3. Book Review Response sheet 4. Step-by-step sheets for e-books.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Grade three and up.
ii. If they are accessible for other educators to use, where are they located?	1. LRC Print Shop (genre labels and signs.) 2. Elementary Library Clerks. 3. Elementary Teacher-Librarian.

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

*Note: We started our first PLC in January. To date, we have found that all of the strategies listed above to be successful. Now more students are reading more books outside their favourite genres. Teachers have also become more enthusiastic about encouraging new genres. It has been contagious.

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

Review of student borrowing history, review of book histories (i.e., did certain books pulled for students increase in circulation?), recording comments and interest (buzz) heard from students,

teachers, EAs and administrators, overhearing and recording students recommending titles to other students...

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?

Increasing the types of fiction materials students read exposes them to different vocabulary, different sentence structures, different plots, different cultures, different topics etc. which helps them to make new connections, form new images, make predictions as well as increase reading comprehension, stamina and their depth of literacy in general. A fiction adventure novel, for example, is quite different from a fiction graphic novel. "You know you have made a difference when you have peaked student interest and they want to continue reading a particular author, series, genre that you have suggested."

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

Highlights: the chance to get together and sharing ideas and learning from one another. *Collaboration*

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

1. The time to prepare materials (i.e., wrap books), genrify the collection, get one-on-one with students, especially the vulnerable students, how a library is scheduled (i.e., fixed book exchanges with whole classes)

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

We need to start the PLC in September, instead of January. Certain strategies need preparing and it would be helpful to have some PLC time at our schools to prepare them. More hours with students.

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 feel our next step is to integrate these strategies into our daily routine with more students, different grades etc. For some, this will also mean beginning to genrify the collection. Communicating what we have learned with teachers in order to work together with them. Staying in touch with each other is important in order to maintain the momentum and continue moving forward.

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.