

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?

Airport Elementary

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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Kathy Hryko, gr2,
Karin Holm, gr 3/4,
Meryl Irwin, gr K/1

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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Meryl
Irwin

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:

3. Observing/data gathering

INFORMATION ABOUT YOUR PLC INQUIRY

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

Will the Daily 5 help to create independent fluent readers and writers?

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

Trying to meet the wide range of ability levels in literacy, in a classroom setting

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

Because of the lack of classroom support (EA, LST etc)

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.

The Daily 5 and The Cafe books

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

n/a

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?

Yes, we found that the Daily 5 did help to improve both attitudes and independence in literacy.

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

PM Benchmarks, class discussions, increased stamina

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?

More confident and capable readers, can choose appropriate books for their level, reading happiness

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

Having the time to meet and discuss the Daily 5 with our colleagues, learning more about D5 and being able to implement these ideas into our classroom with confidence. Being able to have small group time with our students in order to really involve them and get them excited about literacy.

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

Finding enough time to implement it wholly, having enough and a variety of books in your classroom

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

Having this at the beginning of the year, not the end!!!! Being able to have the time to explore/read the next part of D5...The Cafe book

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 are all at different points, some continuing with D5 and the Cafe, others perhaps, eportfolios

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.