PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/80fdbc8e158d7fb37fb3673cb7cb67fd3cdd9cfa/

Filled Wednesday, May 06, 2015

BACKGROUND INFORMATION

In which school is this PLC team based?

Aspen Park 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
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	Kelly Greene, Lisa Murphy, Leigh Thompson, Charles Schilling, Wendy Wiwchar, Ann Lewis, Ria Volkers, Cinta Alberti, Val Roberts

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	Charles Schilling

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 mature/established professional learning community (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 mature/established professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

1. Initial Planning/forming our inquiry question

INFORMATION ABOUT YOUR PLC INQUIRY

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

For beginning 2014/2015 school year it was "how do we engage students in self-assessment of their writing?" Now our new question is "how do we tie the self-assessment practices we have been building into our reporting?"

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

Lack of student engagement in their own learning and enhancing ownership.

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

Student portfolios for reporting, development and application of writing continuum.

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.

Consulted with Carol Walters for writing continuum, Sandra Herbst cycle of engagement, each other, district reporting committee, 6 Traits of Writing, Scholantis, My Ed BC

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

Aspen Park Writing Continuum

Variable	Response
i. If so, for what grade level or subject area are they best suited?	K-7 writing
ii. If they are accessible for other educators to use, where are they located?	Print Shop and Aspen Park school

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

Scholantis - became more adept at using eportfolios and technology for reporting, Writing Continuum - common language to use, reminded of the process of writing for entire staff, tools to use

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

collected writing samples at all levels, student, staff, and parent surveys, teacher observations and reflections

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?

We anticipate that students will become more engaged with their writing and self-assessment, they will know where they are and what their next steps are.

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

Completing the writing continuum, having a finished project, collaboration with whole staff and then smaller groups, learning My Site

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

technology - access and glitches

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

Knowing that we need to do a survey like this at the end would be helpful so we could keep track of data.

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)

Use writing continuum with students, expand our knowledge of My Site, explore new ways to improve student ownership of learning

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.