

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?

Courtenay 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	Janine Erickson EA, Liza Monteith 2/3, Karla Lingren 4/5/6, Aime Gill 2/3, Heather Freeland 2/3

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	Karla Lingren

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:

4. Reflecting/analyzing findings

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can we use portfolios to enhance student learning?

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

The need to take more pride and ownership in their learning.

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

Creating posts of their learning - such as summative, celebratory. Following the guiding perimeters for communicating the students learning. Student involvement and interaction in creating the posts. Surveyed the students to obtain feedback.

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.

We used mysite, computers, ipads, group discussions, LiPix Pro (colleague app), voice record app, explain everything app, the reporting committee, Tech support people, literacy and numeracy performance standards from the district site.

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

We created and shared, templates, instructional cheat sheets, rubrics

Variable	Response
i. If so, for what grade level or subject area are they best suited?	primary and intermediate
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?

Primary results - increased pride and motivation of their learning. Intermediate results - beginning to connect the content of their work to their learning goals; reflections clearly show and understanding of their outcomes; learning to navigate through technology

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

Student work samples, posts, reflections, survey(looked at their understanding of the meaning of their portfolio). The students' comments on their own posts are evolving as they learn more about their portfolios.

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?

They are motivated and wanting to be involved in the portfolio process. They want to share and be involved choosing the content.

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

Our group used the norms of collaboration effectively. We learned how to develop better portfolios by sharing feedback with each other and our students. Kids are willing and excited to learn new tools to show their learning - such as videos, pictures, authentic self assessment. Knowing that this is an ongoing process and it will continue to evolve

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

Technology challenges, learning how to use the tools, finding what's most effective, time to create and upload posts, learning curve meant we were working slowing, navigating the eportfolio site which is continuing to change and evolve, the mind shift to understand this new way of communicating about students' learning.

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

Making PLCs across schools would allow PLCs that do not come to a conclusion at the end of one year to stay involved in the PLC the started with.

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)

It will depend on the school makeup next year. A budget, allowance or some funding would be useful.

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.