

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/4ad0d33699e12d7a9d7c4859622ff0ae5dce4585/>

*Filled Wednesday, May 06, 2015*

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## BACKGROUND INFORMATION

### In which school is this PLC team based?

Cumberland 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	Pat Para - Kindergarten, Pauline Meyer - Kindergarten, Margaret Siebring - Grade K/1, Tony Morrison - Grade 1/2, Louise Ellis - Grade 2/3, Alysha Birnie - Grade 4, Alison Windecker - Grade 4/5, Debbie Nelson - CST, Deb Westin - EA, Kristie Lafortune - LST

### 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	Kristie Lafortune - LST

**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 the use of individual Math Kits/Hands on Manipulative bins improve foundation Math skills?

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

Weak numeracy skills and low retention of skills

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

Math Games, manipulatives, individual math tool kits, math resources, CST demo lessons, Mathletics online Math

### 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.

www.tcpres.org, www.kidscount1234.org, Mathletics online Math, Learning Resource Centre materials (ten frame cards, manipulative, number lines, spinners, etc), Sandra Ball and Selena Millar ProD and websites

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

Individual Math Tool Kits, Math Bin Games, Organization system for storing manipulatives, games and kits

Variable	Response
i. If so, for what grade level or subject area are they best suited?	K - 5
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?

Decreased math anxiety and increased enjoyment of math, increased student engagement in math

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

Anecdotal observations, District Math Assessment, FSiM, Math Fluency Checks/Assessment by LST

### 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?

Increased number sense, less anxiety towards math, increased math fluency

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

Collegiality and discussion in math, student engagement and enjoyment of math, time to research resources, set ground work for material/manipulative storage and use

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

Not enough time, too many interruptions to learn about how to work the PLC, communication with parents on what we are working on and why, money for resources

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

More time to work on our project

**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 the 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.