

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?

École Robb Road 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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Patrisha Reader, Gr6; Claudine Lacombe, Gr6/7; Eva Pare, Gr3/4; Rebecca Mohrs, Gr4/5; Kate Peatfield, Gr6/7; Kiri Yourchik, Gr5

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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Kiri Yourchik

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 improve student literacy?"

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

students having a hard time finding books written in French that interest them and, as a consequence, not being as excited as could be about reading in French

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

1) created Destiny resource lists of student and teacher recommended books; 2) developed a system whereby students could recommend books they enjoyed and identify those books with a spine label; 3) researched Daily 5 literacy system; 4) creating a PowerPoint presentation, to be

displayed in public location, to highlight student-selected popular French books; 5) strategies to assist students to select appropriate books; 6) strategies for independent reading; 7) creating French audio books (read by students) accessible by QR codes; 8) strategies for improving reading fluency and accuracy and interest using Readers' Theatre

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.

Daily 5 literacy system; The Cafe (literacy); Destiny; iPad; library clerk (A. Kalnicki); administrators for funds; LRC for library stickers; Carol Walters and Kara Dawson for QR project

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

document used by students to submit book recommendations; pre and post surveys to assess student attitudes towards reading in French; library spine stickers to identify recommended books; Destiny lists

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Gr 3 - 7 French immersion language studies
ii. If they are accessible for other educators to use, where are they located?	documents are on ERR server; Destiny lists are not public, but could be

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

many students were willing to recommend books and more students were seen sharing their choices with others; students seem (anecdotally) better able to self-select a "good fit" book from library; students have been more engaged in silent reading period; we have not had time yet to analyse results of pre vs post surveys or other results

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

collecting student book recommendation forms; pre and post surveys; teacher observation of student behaviour during library periods and silent reading, especially in terms of time endurance and focussed engagement

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?

know better how to choose books at appropriate level; more reading generally leads to better literacy

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

Great teamwork and collaboration - we're a rocking team! We got to know the library collection better, which has allowed us to better guide students. Sharing of activities/strategies for use in classroom. Got a start on learning about the Daily 5 and Destiny. The chance to take on a challenge that we wouldn't otherwise have had time to look at.

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

Difficult to refine the inquiry question. There is never enough time. Some of the steps we want to take now will require money - what is the best source of this for these PLC projects? For next year, it would be nice to keep the same group of people together; will this be possible if there are people moving from school to school?

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

Further refinement of inquiry question. Learning more about questionnaire design and admistration (for pre and post surveys) - what exactly we're looking for and how to ask for it.

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)

This group would like to continue on in the same vein, with refinements in inquiry question and implementation of further strategies.

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.