

PLC Share Out 2016

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Filled Wednesday, June 01, 2016

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PLANNING

Sharing what we have learned in our 2015-2016 professional learning collaborations with colleagues helps us all...• improve student learning for all students,• identify valuable resources and tools now available to help educators• reflect upon and enhance our collaborative practices• celebrate and share our learning and our students' growth and successes.Please take some time with your team over the next few weeks to complete this PLC Share out template. The deadline is JUNE 8, 2016. Responses will again be posted on Learn71 PLC sorted by "Themes" and "Schools"

1. In which school is this PLC team based?

Huband Park Elementary

2. 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
2. 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	Jacque Anderson, Kindergarten, Noani Costain. Kindergarten, Kari Nye, Grade 1/2, Martha Grant, K/1, Lisa Perry, Grade 2/3, Al Perich, Grade 3. Glen Christensen, Grade 4/5 Kjeryn Mollerup, Grade 5/6 Gracie MacDonald, LST

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.

Variable	Response
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. Key contact	Kjeryn Haughton

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

Initial question: If we have an eight grade span in math achievement what am I going to do about it?
 Subsequent question: Mrs. Farmer has 4 chickens how many chickens did she have before? What happened?

5. To what student need are/were you responding? What student learning issue did your team focus upon or seek to improve?

We focused on number sense across all grades.

ACTING

6. What actions/interventions/strategies did you or will you implement or explore?

We used the diagnostic tool from Leaps and Bounds, Nelson. We explored good questions and math conversations. We read articles and the book Jo Boaler "Mathematical Mindsets." We explored "thinking classroom"; stand up white boards and random pairings around a rich math problem. We tried to create and develop a classroom culture that supports a problem solving approach.

7. 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.

Jo Boaler, VanDeWalle, Fullerton, Leaps and Bounds, Marian Small , Mathletics, Lucy West (Adding Talk to the Equation), NRich, Youcubed,

7a. Did your team or school co-create any new tools, assessments, learning resources or materials as a result of your inquiry?

One group worked on collecting resources to support lessons from Van de Walle. Many were put on our school shared drive. Our innovation math project will be shared on Learn 71. We made a bank of I can statements for Number Sense in Kindergarten. We made stand up white boards. We made a bank of rich problems.

7b. If yes, for what grade level or subject area are they best suited?

Kindergarten to Seven

7c. If these tools, assessments, rubrics or materials could/will be made accessible for other educators, where will they be located? (i.e. LRC, online links, at your school?)

Learn 71 "Provincial Huband Innovation Math Project 2016"

OBSERVING

8. What are/were the results of your inquiry/implementation/project on student learning? What changes, if any, did you see in student learning, behavior or engagement that correlates to your team's interventions?

Increased engagement and understanding through visual tools , hands on collaborative learning. Social learning improved as students learned to work collaboratively in random social groupings with a math purpose.

9. What types of information/observations/data did you monitor or collect to confirm whether or not your intervention is/was working? (i.e. qualitative, anecdotal, quantitative sources: surveys, student journaling or student work, changes in attendance or behavioral incidents, before/after videos, test scores, DART, observational checklists, student self-evaluations, interviews, completions rates.)

Initially, we surveyed students about their attitudes and dispositions toward math. Next, we conducted the Diagnostic Math Assessment, First Steps assessment and Nelson Leaps and Bounds assessments.

10. What were some of the student learning highlights that your team shared that could be shared with others? What student successes/stories stood out for you?

Students refer to some of the lesson aides that were created around visual learning and Van de Walle math teaching principles. Student highlights were found in quotes from our learners: "I am a good thinker in math!", "I notice I think hard on difficult questions." We like learning from the strategies that are shared" I think I am an amazing thinker". If I know I am stubborn and only want my strategy used I know I need to listen and accept other peoples' thoughts.

11. If you feel your initiative did not improve student learning at this point in time, why do you think that might be? Can you identify any impeding factors? What advice would you give peers who are exploring similar issues to help them avoid these impediments?

The nature of the resource group was multi-year; the implementation stage will be in year two when we can use the lessons we have created and carry on this collaboration.

REFLECTING

12. What are/were some of the highlights experienced in your Professional Learning Community journey so far? What worked well?

It was essential to have time to share experiences, trial lessons and reflections. We valued the opportunity to learn from each other. work through challenges relating to adult and student communication competency.

13. What are/were some of the challenges experienced in your collaborative learning community? (By sharing this information, we are better able to identify needed resources or solutions.)

It was difficult to keep the flow of learning through the year with large group meetings interspersed as we were under the umbrella of a larger group inquiry. It made the continuity of our progress/productivity a little choppy. We worked through challenges relating to adult and student communication competency.

14. What do you believe would be helpful to have/know/do next time in order to improve results or help you or your learners move forward?

Having more time to look more thoroughly at resources and get deeper into the topics.

15. What are your next steps, moving forward?

Adapt or expand the inquiry

Thank you for your time and for sharing your insights, resources and learning with your colleagues and the educational community.

The results of these Share Out templates will be sorted and posted on the Learn71 website by July 2016, so all educators will have access to the information in time for fall 2016 planning. If you have any questions or concerns about the questions in this template, email SD71PLC@gmail.com. If you have technical difficulties, please contact the IT help desk. Thank you