

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/c371f394654517aad45a7628729a16699d2d52b2/>

*Filled Wednesday, May 13, 2015*

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## BACKGROUND INFORMATION

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

Navigate (NIDES)

**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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John Gair, Ken Marcuzzi, Melissa Mullis

**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

Melissa Mullis

**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?**

How can we build an increased sense of community among the clients and staff of satellite DL schools?

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

The need for a sense of connection to the larger student community and increased engagement within the overall learning processes.

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

-Increased opportunities for excursions and community based lessons outside of our regular interaction class days. Increased opportunities for students from satellite locations to participate in

district events and larger school events. A reorganization of interaction class days in order to place an increased emphasis on inquiry based/project based learning that will require students to work cooperatively with one another in person and with follow-up using technological means of communication. Enhance the use of our online learning platform, D2L, to encourage greater participation in conversations about learning and sharing of learning with other participants, and improve access to important information.

### 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.

Journal articles accessed online through a university library database on the topics of project based learning, e-learning, and the Standards for K-12 Distributed Learning in British Columbia document. Some reference to the Galileo Network regarding inquiry based learning.

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

Not yet.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	(No response)
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?

We are still in the Acting phase of our project.

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

We are still in the Acting phase of our project so we have not yet collected this data.

### 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 our project will improve student learning by increasing engagement in learning. We believe that this will help students to become more consistent in their work completion levels and develop deeper understanding of the topics that they are studying. It will also support the development of increased competency in the areas of communication and social interaction.

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

We have a team that is able to communicate well and that is flexible and adaptable to our often changing circumstances involving time and location. We are able to communicate and collaborate using technology as needed as we are often unable to be in the same location during PLC times.

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

Time! Since we work in an environment in which our team members have varying schedules, we have to find alternative times to work on our PLC research and goals. We are able to access a variety of research materials (ie. journal articles) through one team members' access to a university online library, however some of the research would be quite difficult to obtain otherwise.

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

We think that working through the process in and of itself will help us improve results the next time as we are learning what works, or what doesn't work. Knowing if there is any other similar research being done will also be helpful.

## **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)**

We believe that we need to continue the same project. The beginning of a new school year will be a great time to implement some of the changes that we have been working towards.

## **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.