

PLC Share Out 2015

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Filled Wednesday, May 06, 2015

Page 1

BACKGROUND INFORMATION

In which school is this PLC team based?

Queneesh 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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Denise Anderson, Cheryl Adebar, Wes Mann, Blake Tobacca, Kim Finlayson, Kelly Sagadore, Angela Hook, Helen Botsis

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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Cheryl Adebar

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:

6. Planning next phase

INFORMATION ABOUT YOUR PLC INQUIRY

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

How do we increase student engagement and thinking/reading strategies?

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

At grade 6/7 level our students were one year below grade level in reading benchmarks. About 60% of our students could not determine importance and communicate their thinking.

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

Explicit teaching of Thinking powers, KWC thinking math mat, Math inquiry process, Connection between reading, thinking and math thinking strategies. We also had students complete self assessment and communicating reporting to parents (student voice)

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.

KWC mat - Sd71 math website, Cheryl Adebar - previous SD71 numeracy support teacher, Thinking Powers - Adrienne Gear, PBL - Doug David and Carol Walters,

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

We used what was available (books, website, guest presenters) - did not create new ones.

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?

95% could determine importance in a math problem (one class sample) and we noticed that students were more engaged because they could communicate their knowledge to us in increased quantity and quality. Students could reliably explain what the thinking/reading strategies are.

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

initial assessment - math problem using a thinking mat and then we did a different math problem using the same thinking mat as a summative assessment. We collected student reflections, rubrics, and self assessments.

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?

Students engage more with their math problems, confidence with using the steps of solving math problems, more meta-cognitive awareness of thinking strategies.

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

Listening and working together as our group. Enthusiasm towards teaching math. Reflecting and changing practices based on collaboration. Confidence building for teachers. Inclusive and came together as a group - very supportive between teachers and EA's in our group.

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. The process needs time. We make accomplishments incrementally. In reflecting we realize we need more time at our reflection phase.

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

Become better data collectors of baseline, formative and summative data to see classroom and school wide trends. To use what we already have, to use it more purposefully and have time to analyze what we find.

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)

Expand our engagement inquiring into more project base learning. Continue on with thinking strategies that we're using.

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.