

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?

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
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	Linda Houlgrave, Stephani Custer, Connie Fowler, Michelle Hawkins, Lynn Jacobson, Eileen David, Ellie Grant, Deb Gardner, Barb Belcher (primary teachers); Linda Friesen, Sandra Collins, Marianna Stephens, Amanda Campbell (support staff)

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.

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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	Barb Belcher/ Ellie Grant

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 can we use recent, relevant research to improve our practice and collaborate together to improve primary student literacy learning at Queneesh?

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

A significant portion of our students at Queneesh are not engaged with literacy as a joyful experience and form of expression. School wide reading results from June 2014 indicated reading concerns.

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

Book study of Joyful Literacy Interventions: Early Learning Classroom Essentials by Janet Mort.
*Built a baseline by co-constructing what counts in a Comprehensive Literacy Framework *Time spent in collaboration, about what strategies and resources, interventions, practices, assessments, and tools support vulnerable learners *Critical reflection, individually and as a group, around what we are currently doing or have done in the past to support vulnerable learners.

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.

In addition to above copies of book for members, Bright Links Projector, photo documentation with iPad and Camera, chart paper, markers, sticky notes, laminator, photocopier, curriculum documents (online), Professional resources, adult sized chairs and table to use during meeting, snacks and refreshments

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

yes!!!!

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Primary Literacy
ii. If they are accessible for other educators to use, where are they located?	TBA (presently being field tested in our classrooms)

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

Classroom based assessment (for example: learner self assessment)

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

We are just beginning this phase of our inquiry.

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 are just starting - our long range goal is to shift/ enhance children's mindset about reading and writing. It is our hope that through this collaborative work, children will have the skills, strategies, and confidence to be joyful readers and writers.

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

Time to work together and be in conversations that focused on the learning needs of our students. Time to share and create resources and revisit powerful practices that have been successful. Time to explore and take risks with new practices to support learning.

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

It is difficult to implement current research and known responsive practice due to present class size and composition issues, limited support, and our vulnerable student population. Our PLC's initial start up lacked choice - entire school was directed by admin to choose reading as our PLC focus. Staff turn over created a lack of PLC continuity. At the time of completing this survey a significant portion of our PLC members (EAs) were not present to share their voice because of Hour Zero Training.

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

To have more choice and continue the work of PLC's that had already been started. To be able to create and work with a PLC outside your school setting.

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)

Varies depending on individual circumstances.

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.