

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?

Glacier View Secondary Centre

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

Rob Prescott, Gr7-10, Kelsea Lochhead, Gr counseling, Deanna Turner, EA, Jill Killin, EA, Diane Jensen, EA

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

Rob Prescott

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 do we better meet the curricular needs of our modified students at Glacier View?

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

School Leaving Certificate track students

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

We have gathered and assessed already existing resources within our building. We have cross referenced and sorted curricular outcomes based on the Ministry of Education 6 guiding principles.

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.

Any modified curriculum within our building, SD 71 & 72 School Completion Certificate requirements, looked at document "Transforming BC's Graduation Requirements" (January 2013), Internet document; Students With Intellectual Disabilities: A Resource Guide for Teachers-BC Ministry of Education-Special Education (2014).

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

Created a planing tool for grade 7-12 modified curriculum to enhance the development skills and abilities of modified students.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	7-12 Modified
ii. If they are accessible for other educators to use, where are they located?	Pending

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

A compilation of current learning resources available to our modified students with the 17 walls of Glacier View.

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

Not complete.

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?

It will be meaningful and relevant to each students needs and will prepare them to transition into our community.

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

The realization that we will eventually have a consistent and easy to use curriculum library accessible to the entire school. Getting to know our co-workers.

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

We are better able to identify needed resources and what we currently have.

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

Having access to funding to in order to obtain resources. It would be helpful to take better notes at each session to recap the following PLC.

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)

Continue with the same project and building our resource library.

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.