

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/46394ec9edf6a40689a184bf8b24cff572cc0e1b/>

*Filled Monday, May 25, 2015*

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## BACKGROUND INFORMATION

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

Mark R. Isfeld Secondary

**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	Kim Murcheson (gr 10-12 math chemistry); Nicole Kerkhoff (gr 10-12 math, science, chemistry, Highland); Tamara Thompson (gr 10-12 math); Teresa Devereaux (gr 9-11 math, vanier); Kelsey Madelung (gr 11 math); Caleb Bouey (gr 11-12); Deb McKillican (Chemistry, Biology 11-12)

**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	Kim Murcheson (Kim.Murcheson@sd71.bc.ca)

**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:**

starting the journey to becoming a 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?**

Can a student curated online database help students, (parents) re-mediate, enrich, and engage their learning of secondary mathematics and science concepts?

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

Students who struggle to understand certain math concepts due to gaps in learning (social promotion, lack of time or practice), absences (holidays, illness, extracurricular), and lack of interest (different learning styles).

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

Students researched / reviewed online links to videos, examples, apps, games, practice, for a specific learning outcome in Calculus 12. Compiled results will be emailed to each student and put on teacher blog to be used as a review / learning tool. The plan is to create a district blog that has online links for specific concepts for each math / science course... The blog will be reviewed and updated each year. It is created by students and accessed by everyone (students, parents, teachers) in the district.

#### 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.

☑ Student expertise / interest in technology (computers, cell phones) ☑ District initiatives related to online learning: blended learning, ILC ☑ Numerous research articles and action research related to student attitudes toward math (interest, motivation, understanding) ☑ Flipping the classroom

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

☑ An online template for students to complete as they review and chose 5 appropriate (and varied) websites related to one concept. ☑ Students were emailed class results and have them to use for review for the end of year and future courses. ☑ Compiled excel spreadsheet that includes 5 websites for each concept

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Gr 12 Calculus (but hoping to continue with all gr 10-12 math/ sciences)
ii. If they are accessible for other educators to use, where are they located?	Contact: Kim.Murcheson@sd71.bc.ca

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

Students were very engaged and surprised at how many great websites they could find (besides Khan Academy) All but one group completed the assignment, and all students felt this would save them time in future courses and was a great review tool.

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

☑ Asking students what they thought of the websites. ☑ Observing students discuss / decide which sites were the best... ☑ Students review of each site included a brief summary followed by a discussion about pro's and con's specifically related to course content for their concept. ☑ How many students use the sites to help review for final exam (we will see)

## **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 hope with younger grades that students and their parents will be able to access help anytime / anyplace, so they take responsibility for their learning, don't get discouraged and don't fall behind. ☑ Students can focus on getting the help rather than wasting lots of time (getting distracted) looking for good sites of concepts they struggle with or waiting to get help

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

☑ The collection of student websites was varied and covers the course material ☑ collaborating with colleagues and looking at doing this across grade levels and schools for the purposes of having a district help site ☑ Understanding what students found useful may be different from teacher. ☑ Students liked that they were sharing results

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

☑ Starting this PLC in late in the year when teachers were committed to other groups ☑ Short year left little time to try this especially in provincially examinable courses. Planning to collaborate with people from other schools and having to cancel or delay due to meetings called (by school PLC committee) with little notice ☑ Technology help to discuss options of collating webpages

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

☑ Looking at ways to "flip classroom" using student websites and other resources.

## **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)**

☑ Looking at ways to "flip classroom" using student websites and other resources.

**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.