

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/d84e08447376ca59a098f40f1d8890ad440c128f/>

*Filled Thursday, May 07, 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

Tom Elwood, Behaviour Support Teacher; Gerald Fussell, Vice-Principal

**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

Gerald Fussell

**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:**

1. Initial Planning/forming our inquiry question

## **INFORMATION ABOUT YOUR PLC INQUIRY**

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

Is there a structural change (model) that significantly improves students' engagement in their learning?

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

We are addressing the issue of disengaged and disconnected learners

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

We did research, developed plans, and ascertained that having a comprehensive Project Based Learning program for all students at our school would help to improve student engagement.

### 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.

• Classroom level: poor attention in class, disruptive or disengaged classroom behaviors (cell phones), lower completion rates of assignments, courses or programs; School level: poor attendance: "skipping - anecdotal, absenteeism, dropping out; • Community level: Emotional/social disconnect - not connected to peers, society, teachers, or other adults; • Research on impacts of disengagement - "Warning flags" - attendance below 80-90%; failures in Math/English; Suspensions; Unsatisfactory behavior marks on any course; "feeling adrift" - Disengaged consequences are dire - Williams (2003); Cathran & Ennis (2000); Gilbert (2007); Willms (2003, p 56); Claxton (2007) etc... ; [www.Betterhighschools.org](http://www.Betterhighschools.org) - "Emerging Evidence on Improving High School Student Achievement and Graduation Rates."; School within a School; <http://www.ncacinc.org>; Small Learning Communities; <http://www.irre.org/ftf/>; Heinemann 2013 "leaving to Learn"; High School Engagement Survey; [Ceep.indiana.edu/hssse/HSSE\\_ForResearch.pdf](http://Ceep.indiana.edu/hssse/HSSE_ForResearch.pdf); Low Levels of Engagement studies - Goodland (1984), Oakes (1985), Sizer (1987), Steinberg (1986); Windham (2005) Interaction, Exploration, Relevancy, Multimedia and Instruction; MSU Block Schedule "The effects of a block schedule on Student Achievement" Bradley D. Vestal; <http://bie.org/>; <http://www.edutopia.org/project-based-learning>; <http://www.edutopia.org/stw-project-based-learning-best-practices>; <http://www.teachthought.com/learning/a-better-list-of-ideas-for-project-based-learning/>; [http://www.ascd.org/publications/books/106031/chapters/The\\_Nine\\_Steps\\_of\\_Project-Based\\_Learning.aspx](http://www.ascd.org/publications/books/106031/chapters/The_Nine_Steps_of_Project-Based_Learning.aspx); [http://www.ascd.org/publications/educational\\_leadership/sept10/vol68/num01/Seven\\_Essentials\\_for\\_Project-Based\\_Learning.aspx](http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx); <http://ajjuliani.com/20time-part1>

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

No

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?

(No response)

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

(No response)

**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 if students have an engaging experience with school that they will seek learning and education rather than having it forced upon them. We believe that by doing this, students will improve important skills for becoming lifelong learners that will also transfer into their core courses.

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

Working together and exploring, through research and networking, possibilities and ideas that are working in other jurisdictions and locally.

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

Broader community buy-in. We found that the fear of the unknown had a tighter, more paralytic grasp on our school community than we had hoped. Another challenge, was not having enough time to work with a broader group of interested people. Finally, the inability for us to lead such a change from our positions was problematic.

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

We needed to have more people involved in the work we were doing, especially enrolling teachers, and they needed to lead by example to show that Project Based Learning can be done, can be rewarding, and will increase student engagement. We have many examples of when this had happened, but having enrolling teachers with credibility championing the research might have helped open more opportunity.

**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)**

Re-group and re-try. We need to consciously find opportunities to build capacity and comfort in our colleagues for such a pedagogical shift.

**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.