

# PLC Share Out 2016

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*Filled Wednesday, June 01, 2016*

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## PLANNING

Sharing what we have learned in our 2015-2016 professional learning collaborations with colleagues helps us all...• improve student learning for all students,• identify valuable resources and tools now available to help educators• reflect upon and enhance our collaborative practices• celebrate and share our learning and our students' growth and successes. Please take some time with your team over the next few weeks to complete this PLC Share out template. The deadline is JUNE 8, 2016. Responses will again be posted on Learn71 PLC sorted by "Themes" and "Schools"

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

Brooklyn Elementary

**2. 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

2. 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

Cindy Blackmore  
LST, Tonya Lowe  
EA

**3. 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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Cindy  
Blackmore

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

Will coaching specific students on socially savvy behavior help them regulate themselves within school groups...?

**5. To what student need are/were you responding? What student learning issue did your team focus upon or seek to improve?**

The student need we were responding to was self regulation in play groups.

**ACTING**

**6. What actions/interventions/strategies did you or will you implement or explore?**

1. In collaboration with classroom teachers and observation we identified the students who would benefit from direct instruction in a play group. 2. We identified the specific behavior(s) we would target in the small groups 3. Groups we comprised of 2 novice and 2 expert students 4. Lessons were designed to allow students to practice replacement behaviors. All lessons used a specific and predictable routine and consistent language support by visuals.

**7. What resources, materials, links, tools, experts, or research did you use?**

Please provide details so others may easily access those same resources in their similiar inquiries.

Books: Socially Savvy, The Incredible 5 Point Scale; Visuals for the group lessons and in the students classrooms; Model Me Kids Videos; Children's Literature to teach and reinforce concepts; Various games (Pop the Pig, Go Fish, Matching Game and Lego)

**7a. Did your team or school co-create any new tools, assessments, learning resources or materials as a result of your inquiry?**

no

**7b. If yes, for what grade level or subject area are they best suited?**

(No response)

**7c. If these tools, assessments, rubrics or materials could/will be made accessible for other educators, where will they be located? (i.e. LRC, online links, at your school?)**

(No response)

## **OBSERVING**

**8. What are/were the results of your inquiry/implementation/project on student learning? What changes, if any, did you see in student learning, behavior or engagement that correlates to your team's interventions?**

Students within the group were able to identify where they were on a 3 point scale and define what each level was; Students were able to identify various body breaks they could use and were able to demonstrate the use of the breaks;

**9. What types of information/observations/data did you monitor or collect to confirm whether or not your intervention is/was working? (i.e. qualitative, anecdotal, quantitative sources: surveys, student journaling or student work, changes in attendance or behavioral incidents, before/after videos, test scores, DART, observational checklists, student self-evaluations, interviews, completions rates.)**

anecdotal; changes in behavioral incidents

**10. What were some of the student learning highlights that your team shared that could be shared with others? What student successes/stories stood out for you?**

It was noted that some of the students were using the language and strategies in their classroom.

**11. If you feel your initiative did not improve student learning at this point in time, why do you think that might be? Can you identify any impeding factors? What advice would you give peers who are exploring similar issues to help them avoid these impediments?**

(No response)

## **REFLECTING**

**12. What are/were some of the highlights experienced in your Professional Learning Community journey so far? What worked well?**

It was good to be able to work with a colleague to design and implement the lessons.

**13. What are/were some of the challenges experienced in your collaborative learning community? (By sharing this information, we are better able to identify needed resources or solutions.)**

Time, having enough time to collaborate and do follow up.

**14. What do you believe would be helpful to have/know/do next time in order to improve results or help you or your learners move forward?**

It would be helpful to know if other schools were working on similar topics.

**15. What are your next steps, moving forward?**

Continue with same inquiry

**Thank you for your time and for sharing your insights, resources and learning with your colleagues and the educational community.**

The results of these Share Out templates will be sorted and posted on the Learn71 website by July 2016, so all educators will have access to the information in time for fall 2016 planning. If you have any questions or concerns about the questions in this template, email SD71PLC@gmail.com. If you have technical difficulties, please contact the IT help desk. Thank you