

PLC Share Out 2015

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Filled Wednesday, May 13, 2015

Page 1

BACKGROUND INFORMATION

In which school is this PLC team based?

Courtenay 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	Gavin McPhail, LST Penny Kampen, EA Jacque Sahlstrom, EA Tina Williams, EA De Hargreaves, Resource EA Kathy Macdonald, EA George Ghinis, EA Carol Holland, .5 Self Regulation teacher/ .5 gr. 2/3, Kyle Timms, 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.

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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)

working to re-establish what we had previously achieved as a professional learning community (starting on 2nd cycle from last year's inquiry)

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:

4. Reflecting/analyzing findings

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can we help our students be more available for learning?

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

We were looking at finding ways to address physical, social/emotional and self regulation needs of our students which would then hopefully lead to better learning and engagement.

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

Many classes were continuing or beginning to use Zones of Regulation/MindUp curriculum language and tools to help our students develop their abilities to self regulate and our Self Regulation teacher did in class lessons as well as some individual coaching.

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.

We used lessons, information and tools from The Zones of Regulation book and from the MindUp curriculum: K-2 and 3-5, story books which demonstrated the skills we focussed on during lessons, Brain Gym activities in a few classes, Ross Greene videos (ie- Can vs Won't) and a self regulation survey done at the beginning of the year and again near the end.

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

We used a Parts of the Brain poster and a Self Regulation Tools poster created by last year's PLC group. This year our team came up with and used a mini Zones flip book for EA's, teachers and administration to have on hand when needed. We also now have a number of the Zones booklets (from the Print Shop) with the velcro tabs for students to use to identify their feelings and the zone they are in. We also came up with a problem solving situation sheet for students to work through and an Awareness of Self and Others sheet (including part of a Zones worksheet) so children can look at problems/situations from the viewpoint of others.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	The Zones flip books and velcro Zones booklets are perhaps more for Primary. The awareness of self and others sheet can be used with grade 2/3 -gr. 6. The brain poster was used with K- 6 following lessons from the MindUp curriculum.
ii. If they are accessible for other educators to use, where are they located?	We will be putting all our created materials, blackline masters, extra posters and Zones booklets into a kit with the items individually barcoded so they can be signed out as needed and also be tracked.

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

We found there was general class improvement in the various self regulation skills. Many of our students with serious behaviour/social and emotional/self regulation issues have also improved from where they were at the start of the year and are more capable of working through a problem

and more willing to work on a solution to a given situation. They are learning along with their classmates how to use self regulation tools and strategies. This has resulted in more students being available for learning. However, the students with serious and chronic issues need more and continued practise and so continue to need adult support and intervention in order to be successful.

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

We filled out our Self Regulation snapshot survey near the beginning of the year and again near the end of the year. Members of our PLC did surveys on the whole class and on key students. We found generally there were small improvements in most areas of the survey, a small number of areas stayed the same and a few went down slightly. The reasons for this could be the end of the year slide, changes in students' lives, the affect of a new student.

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 found more students were more available for learning, more students were more capable of getting back on track after an upset or a problem and more students could manage with smaller reminders. We've noticed improved numbers of students have transferred their learning to the playground. Our duty supervisors have noted less times outs needed during play time. In general, our principal has had fewer primary students to deal with for playground issues.

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

We found using story books to demonstrate the lesson topic was often a powerful way to enhance the students' understanding of the topic and skill being introduced. Many of our team members had specific success stories related to using the Zones tools and language, especially with students who have challenges related to behaviour and social and emotional issues. Some of our students are sharing their learning with their parents who are then asking questions about what we're doing and requesting some of the tools we're using.

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

In order to do some of the lessons, we needed books and curriculum guides that we sometimes didn't have and had to borrow. This worked out just fine but of course it would be great to have the specific books on hand right when we needed them. Our whole staff has similar interests when it comes to developing self regulation but it can be a challenge if not everyone wants to use the lesson material or vocabulary.

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

We will again do our survey at the beginning of the year and at the end of the year looking at classes as a whole and at key students. We also plan to fill out the survey on some average students to see if they show improvement as well. We plan to do the survey during the middle of the year so we will hopefully have a better idea of improvements in self regulation skills over the course of the year. We may adjust the survey to fine tune the items. We will try to encourage more classes to use the same vocabulary and lesson material. We are wondering if there is some way of standardizing the surveys, perhaps by making sure the same person fills out the survey at each time.

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)

We plan to refine, expand and continue our work in Self Regulation. We would like to see what the long term effects are. We can possibly use one/part of the school Pro. D. days to pass on our information to new staff so they are brought up to speed and so that they can begin to use the information, tools and vocabulary with their students.

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.