

# PLC Share Out 2016

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*Filled Monday, May 30, 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?**

École Puntledge Park 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

Lisa Pedersen-Skene, Early Intervention, Judith Cudmore, 1/2, Amber Lewis, Aboriginal K/1, Tara Murphy, SLP, Debra Fullerton (Valley View) K/1

**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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Judith Cudmore  
or Tara Murphy

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

How can we better develop oral language skills in the early primary classroom?

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

Many students are coming in to school and are not able to effectively communicate. We found that many of our students were not meeting expectations in reading at the end of the grade two. We saw that there was a direct link to most of these students between their oral language skills and their reading ability. We wondered if we increased our focus around oral language, would their reading scores improve?

**ACTING**

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

The Joyful Learning Centre focused on increasing Oral Language Skills in our K-2 at risk learners. This included 4 - 75 minute blocks per week of intervention. Tara, Lisa and Judith worked together to implement common language activities that could be done whole class and in small groups. Tara led several whole class lessons and Lisa and Judith continued to reinforce the skills that Tara worked on. Amber focused on re-telling of stories and Debra focused on increasing vocabulary of her students by scaffolding them to talk more at their sharing circles.

**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.

Each PLC we shared activities that could be done in the classroom. By contacting the contacts, you would be able to get a copy of the activities that were presented. We also use a RtI Oral Language Resource that Tara had.

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

We created Talk Posters - not totally completed. These posters are for parents to help them engage their child in talk activities.

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

The Talk Posters could be used for any grade, but the links on the posters is meant for K-2.

**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?)**

Once they are completed, they could be put online.

## **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?**

We found that students need way more time for purposeful talk in our classrooms. Our struggling learners, are usually silent in a whole class situation, but by having a pull out program where they 'have' to talk, we noticed a direct link between increased talk in the classroom. By using common language between teachers, students were constantly being reinforced on what was happening in the classroom.

**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.)**

We did a check in of participants in the Joyful Learning Centre in November and May - speech sample of a picture of them doing something. The change in what they said was incredible. We also did a quick check in on oral language skills, and phonemic awareness skills at the beginning and the end. We would had many informal conversations about what was working, what wasn't and what next during our PLC time in order to help move us forward.

**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?**

The incredible growth in oral language in our at-risk kindergarten students.

**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?**

The common language and teaching between teachers. Sharing of activities done in the classroom.

**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.)**

Not enough time to get all the posters completed. Breaking down the work into smaller pieces so that it was attainable to do. Debra was from a different school, and although it worked out great, there were times when it would have been nice for her SLP to also be working in our group.

**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?**

Working in close proximity to each other was key to the work that Judith, Lisa and Tara did. Our classrooms join, so that made a great impact on student learning, as we talked about the students oral language issues on a daily basis.

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

Not sure

**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](mailto:SD71PLC@gmail.com). If you have technical difficulties, please contact the IT help desk. Thank you