PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/c6ef3c8a2f2da690adb1f9547e6e1d7c7c3de9b2/

Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Huband Park 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	Gracie MacDonald, Sara Leslie, Sherry Patterson, Lynn Filliponi, Susan Harrison, Lori McPhee, Natalie Force

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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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	Gracie MacDonald

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:

3. Observing/data gathering

INFORMATION ABOUT YOUR PLC INQUIRY

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

How do we reduce anxiety in our students, how do we improve social awareness?

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

We noticed that more and more students are anxious.

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

Mindfulness strategies,

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 similiar inquiries.

related themes in library picture books, tapes, Reggio, yoga, breathing, Doug David, frog cards

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

we created a theme catalog for the mindful books in the school based on the 5 competencies from CASEL.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	K to 7
ii. If they are accessible for other educators to use, where are they located?	Leslie Bell our library clerk added the notes re the competencies in the library database

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

our mindfulness picture book have been catalogued for search in Destiny as a resource for all to use.

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

we are using the books and using the breathing exercises and have had positive results with our students.

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?

It will improve learning by decrease anxiousness and increase mindfulness which will increase students' ability to attend and focus.

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

Diversity of our roles in our school, the discussion and sharing, learning from each others' experiences. So rare to get a chance to do that.

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

One challenge is that none of us are enrolling thus we are working with small pods of kids and thus hard to find a large research pool. Working with a small group of students who are the most challenging thus need these strategies but take time to show results.

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

To collaborate with other schools! To make it a district priority.

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)

How can we share this knowledge with classrooms of students and with teachers? How can we collaborate with other schools interested in this?

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.