

# PLC Share Out 2015

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<http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/4fc87de174ba8623dc04f0929aebb0f985998e38/>

*Filled Wednesday, May 06, 2015*

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## BACKGROUND INFORMATION

**In which school is this PLC team based?**

G. P. Vanier 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

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Krista Barlow, LST; Lisa Bognar, Prep EA; Barbara Forrest Pannell, Prep EA; Heidi Wenham, Prep EA; Gina Murray, LTP EA

**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

Krista Barlow

**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:**

2. Acting/Implementing

## **INFORMATION ABOUT YOUR PLC INQUIRY**

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

With increased self-awareness will a student's self-advocacy skills improve?

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

The need for greater self-advocacy and independence

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

Parental consent, student survey and interview, student instruction and coaching/reinforcement, teacher observation,

### 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.

Only used locally developed student/teacher surveys and data collection specific to student demographic (Prep Program - Low Incidence Cognitively Impaired)

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

Yes. (student survey/interview; teacher before/after surveys)

Variable	Response
i. If so, for what grade level or subject area are they best suited?	Gr. 8 - 12
ii. If they are accessible for other educators to use, where are they located?	See Krista Barlow in the Prep Program at GP Vanier

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

data collection still in progress

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

before and after surveys of student self-advocacy behaviour by the classroom teacher

### 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?

Students are beginning to become aware of their strengths/weaknesses/learning style, etc. and gaining the ability to self-advocate

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

Our own awareness of the need to teach and coach students with exceptionalities in self-advocacy; students' "ah-ha" moments around their perceptions of themselves

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

Time available to implement our plans (availability of staff to implement our plans into a full day schedule)

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

How can the implementation of our PLC inquiry become part of our curriculum? (When EAs are an integral part of the PLC, it is difficult to find time to implement and complete the tasks of the PLC due to the limitations of hourly employees)

**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 are continuing on this project next year, with data collection/surveys/observations/reflection

**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.