PLC

SD#71 (Comox Valley)

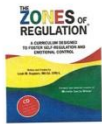## Social Thinking

Cumberland Elementary

Teachers: Katy Doran, Louise Ellis, Kristie Lafortune, Shannon Bavis-Knox, Gary Ball, Tony Morrison, Margaret Siebring, Alison Windecker

PLC Main focus: The main focus of our PLC was Social Thinking strategies. Social thinking strategies were to be taught to all grade levels, beginning with primary, through class instruction, small group instruction and individual targeted instruction.

PLC Process or Assessment tools: As a whole staff, we decided what areas of Social Thinking required to be taught first at our school. We also decided to start with the primary grade levels for whole classroom instruction. Through our School Based team, we identified students requiring additional support in the area of Social Thinking and created small groups of students requiring similar supports and had the LST, CST or school counselor work with those students. We also identified individual students requiring one-on-one support and attached either the LST, CST, SLP or school counselor to work with those students. One of the assessment tools we used to document the effects of this work was tracking office referrals (student behaviors).
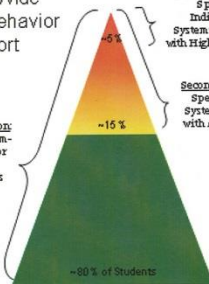
PLC Highlights: Some of the highlights this past year were: the creation of a systematic approach to supporting our students requiring Social Thinking skills matching their individual scope of needs. We were able to meet students one-on-one or in small groups to teach various skills needed for success. We were able to track school wide improvements through tracking office referrals by numbers and types of behaviors and noticed a significant decline over time.

Having a team approach to this has provided our school the opportunity to take Social Thinking Strategies to the next level. Not only is it a common language taught throughout the school, it is taught in an intervention pyramid targeting students who are still struggling with the concepts being taught in the classroom (such as: expected and unexpected behaviors, size of the problem, interrupting, telling vs. tattling, etc.).

Cumberland Elementary

Social Thinking

THE COAL CART
Cumberland Elementary
December 2013 Newsletter

First Term Reports will go home on Friday December 13th.

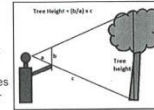Thank you to all parents/ caregivers for attending our Parent-Teacher Conferences in November.

Social Thinking Mini Lesson for Parents on The Size of the Problem
Big Problem/ Little Problem: Not all problems should get the same emotional reaction. Students use a rating scale of 1-5 to help understand the range of their behavior. Big problems call for stronger emotions and help. Little problems are called 'glitches' and can be worked out if you stay flexible. At Cumberland Elementary, we teach students to recognize the size of the problem(s) they are dealing with and how to appropriately react to them.
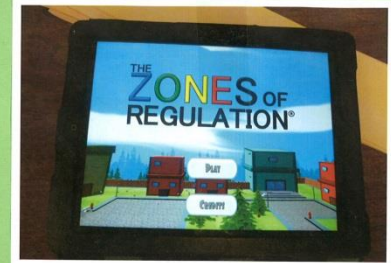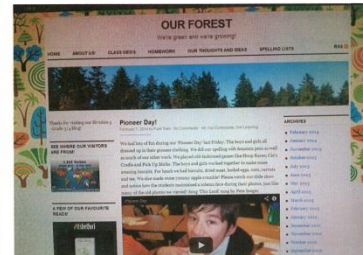
PLC Update
In our three PLC's at Cumberland Elementary, interesting work is developing between members of our staff. In the Social Thinking PLC, we are creating a continuum for students and teachers to assess the skill level a student has in their ability to demonstrate whole body listening, Body in the Group and Thinking with your eyes. In the Outdoor Learning PLC, connections between curriculum and the great outdoors are continuing to be explored. For example, two of our intermediate classes are using angles learned in Math to calculate the height of trees on our school property. Other connections to nature include buddy classes teaching each other tree species in the Cumberland Community Forest.

Apps

scared

Communicating our work with parents

OUR FOREST

School-Wide Positive Behavior Support

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~5%
~15%
~80% of Students

Green: Classroom with CST support
Yellow: CST, SLP, Counselor, LST small group support (groups identified at SBT)
Red: Counselor, LST, CST support (students identified at SBT)

Keeping my Body in the Group

1	2	3	4
I can't manage my body in a group properly unless I am reminded many times	I sometimes can manage my body in a group properly when reminded many times	I can often manage my body in a group properly with few reminders	I can manage my body in a group properly without being reminded

Thinking with My Eyes

1	2	3	4
I am unaware of what others are doing around me and need many reminders.	I sometimes aware of what others are doing around me and need reminders.	I am often aware of what others are doing around me and rarely need reminders.	I am aware of what others are doing around me.

Assessments for Social Thinking
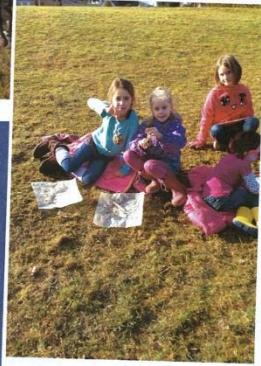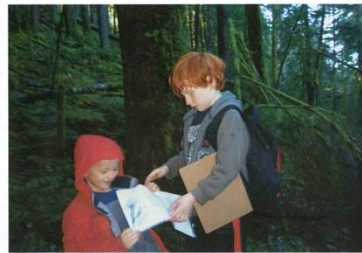
Cumberland Elementary

Outdoor Classroom

Grade 2 Landforms

Creating Birdfeeders with Little Buddies

Cumberland Community Forest Society Lands with Little Buddies

Cafe Model and the Daily 5

Arden Elementary

Team Members:
Jennifer Hedican, Suzanne Procter, Sandra Wahlgren, Lucinda Wolters, Phebe May, Sarah Kerr, Christine Harknett, Karen Kane, Norma Kellinhusen, Pat Joyal

OUR QUESTION:
Using the Daily 5, how will we become independent self starters who can set independent literacy goals and reach them?

Data Collection – How are we doing this?
In the fall we use DART and PM bench marks to assess reading and writing. We do the same benchmarks in the spring to assess improvement in reading and writing

The Daily 5 Includes a routine of choosing writing and reading activities that help each student work towards their café goal
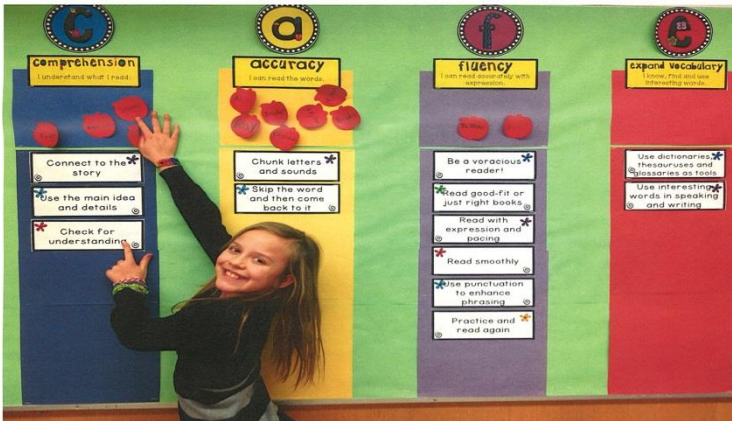

Student Goal Setting

ARDEN ELEMENTARY SCHOOL

Team members: Janice Ainsworth (5/6);Andrew Clarke(music,3); Colleen Devlin (1); Michelle Honeysett (K/1); Chris Lamont (6) Leah Lloyd(K); Judy Wilson (2); E.As : Holly Forster, Bonnie Lemke, Sandi Phye

How do we support students' in developing great self esteem through goal setting? Will using the successful learner traits and developing common language throughout our classrooms and school help the students stay engaged and own their learning? Can we link this to the pre-existing "Arden Way" to continue to encourage good citizenship and school culture and community?
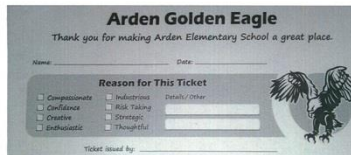
Action plan:

Place learner traits posters into our classrooms , have Sue Bannister present at Pro-D staff meeting

Re-Design Arden Golden Eagle to incorporate successful learner traits;

Drama Club create small skits or make mini movies to present to school assembly

Carol Walters share books titles that match/ enhance learner traits

Design a umbrella art installation for foyer that illustrates Successful learner traits with all students contributing

Plan further school wide multi-age activities like Fear Factor (risk taking what would you like to try something you have never done before....)

Data Collection:

Each teacher develops own personalized learner profile (self assessment , challenges, passions, supports, risk taking)

With each trait studies develop bulletin boards (see sample below of Industrious Beaver Dam) – using Tickets and catching students demonstrating trait

Use a variety of techniques to have students set own goals in each trait area

Fostering Resilience

Goal: To increase self-esteem & resilience in youth by introducing tools & strategies that will foster self-awareness, self expression and self advocacy.

How can YOU make ARDEN a better place?

How will YOU stay active over the summer DAYS?

Caring

Sharing

ARDEN TALKS

Risk Taking

Our PLC: Empowering the student body thru connection & expression via a student directed communication board.

What do YOU think?

CO-Creation

Community of Awareness

The need to consider student mental health as a foundational component of the educational enterprise in BC has never been more apparent than now. There is a growing body of BC and international research that clearly points to the **concept of "School Connectedness"** as the core concept that communities should embrace to begin the journey towards a paradigm of mental health for children, youth and families. This concept is also embedded in the notion that we are raising and educating the whole child in our schools and not simply the academic or cognitive mind. This presentation focuses on the fundamental ideas that surround "School Connectedness" and why this needs to be front and centre in our school communities." Jeff Stewart

WHICH NON- ACADEMIC FACTORS DO YOU THINK ARE IMPORTANT FOR A STUDENT TO BE SUCCESSFUL IN SCHOOL?

do Jods dering silent reading

ho Fiteing

Play with my cousins

Brené Brown, "Ph.D., LMSW, is an American scholar, author, and public speaker, who is currently a research professor. Over the last ten years she has been involved in research on topics ranging from vulnerability, courage, and authenticity, to empathy and shame. Brené was dismissed by her colleagues when studying Love and Belonging due to its lack of universal definition and inability to measure. As educators we understand the basic human needs are Love, belonging/connectedness...

Pick up garbage

being Me

21st CENTURY LEARNING –
ACCESSIBLE READING & WRITING FOR ENJOYMENT

AUDIOBOOKS & E-BOOKS IN OUR SCHOOLS

PLC INQUIRY QUESTION

How can we integrate differentiated instruction while teaching to the diversity of learners in an inclusionary classroom?

BY THE ARDEN PLC (UDL) TEAM:
KAREN EIGLER
VICKI HARRY
MICHELLE TYSON
JODY QUIRING

DATA COLLECTION

Initiate "Reading for Enjoyment" Survey prior to introducing audio books and e-books on personal to intermediate students; followed with a final su. completion of project, two weeks after.

SURVEY MONKEY – https://www.surv

1. GET A LIBRARY CARD FROM
2. DOWNLOAD OVERDRIVE ME FAVOURITE DEVICE. (IPOD, IP ANDROID)
3. ADD YOUR LIBRARY AND OTHER LIB. CHOICE; BROWSE, BORROW, BROADEN YOUR IMAGINATION!
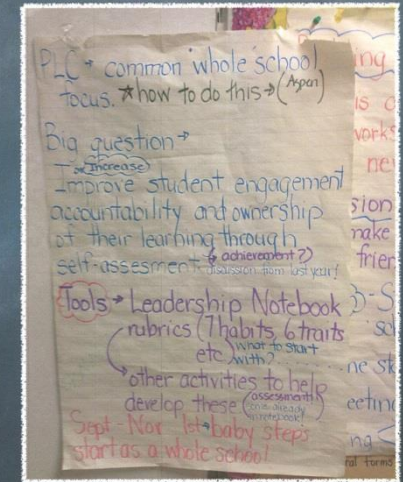
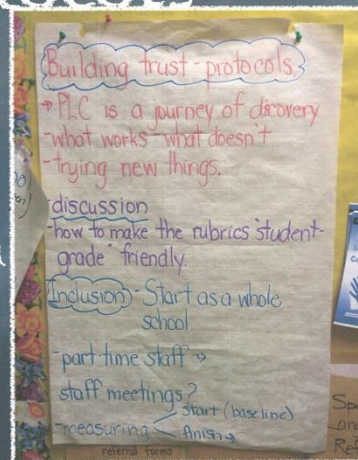## IT'S AS EASY AS 1 - 2 - 3

PLC at Aspen

Our journey so far

Where we started

- Summer workshop
- Staff consensus
- Our question "Can we improve student engagement, accountability an ownership through self-assessment.

Protocols

- Issues we worked through first

Survey
Is our question the right one?

Student, parent teacher results analyzed

1) Does your child like to come to school?

- Happy to be at school: ≈50%
- Not happy to be at school: ≈14%
- Social Focus: ≈18%
- Tired at school: ≈12%
- Feeling bullied: ≈4%

- We looked at our survey, and the Ministry Satisfaction survey rseults

Stats....

Trend - number of parents wanting to transfer their child out of the school is going down

positive difference in gr. 7's feeling positive at school

WOW - oh at a glance (our data) shows Responsibility for our own learning is a need to address

this is our question... to increase student engagement → responsibility

Strategies
Leadership Notebooks

Begin with the End in Mind

Name: _____ Date: _____

Begin With the End In Mind

I assess my plan with criteria and make changes as needed

Task: salmon work

What went well:
- 3-Dfish colouring
- Easy read booklet
- finishing

What did NOT go well:
- finishing

In my circle of control
- doing the work
- not giving up
- what you use and how you use it
- you choose to do it

Not in my circle of control
- colours for the fish
- how much and what work
- follow directions
- the work
- do it all

Next time I need to:
1. look in book
2. get help if needed
3. take your time

4 focus _____ own project

So that I do my best 1 2 3 4 own project

Adaptations
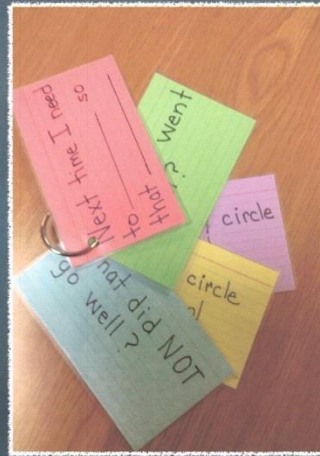
Review and analysis
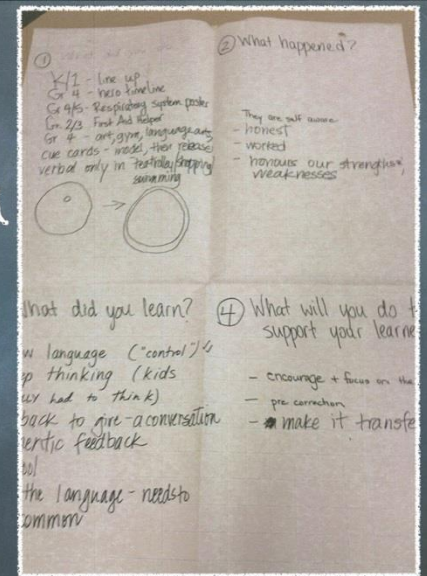
Mid year review
What have we learned?

- Collaboration
- Work on strategies many times
- Survey data

Celebrations
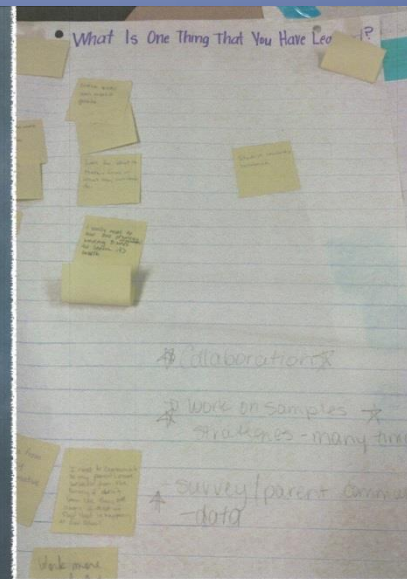
Teamwork
Organization
Great ideas
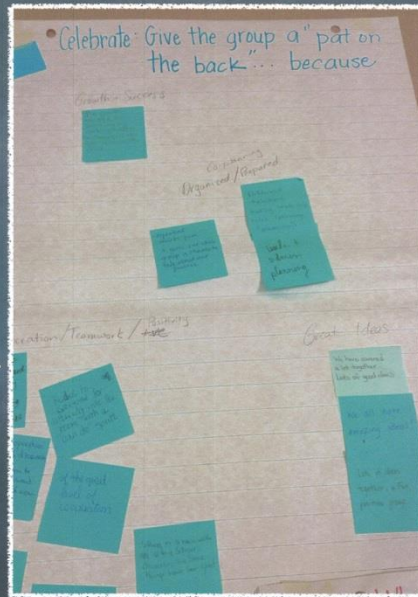
Wonders
Need planners
back?
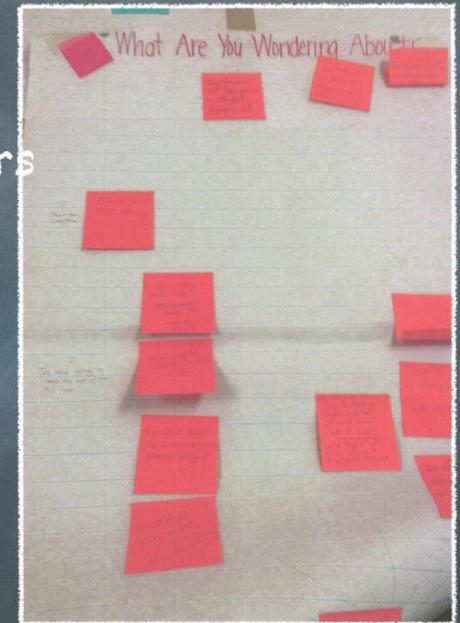
Continue

Strategy use
Graphic organizers
Goal setting
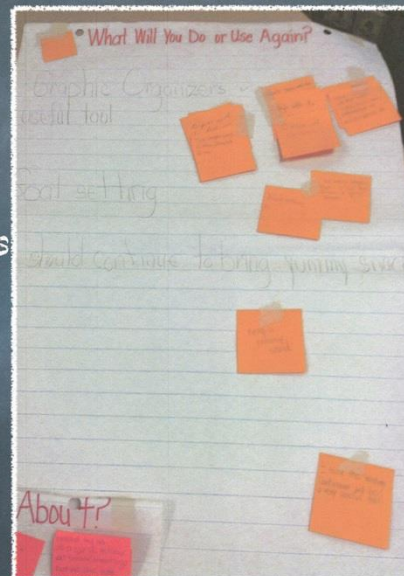
Where are we now?
Descriptive feedback
Assessment for learning
Developing our own writing continuum

Cycle of Engagement

- Samples of Quality – deconstruct the samples and identify components of quality, become specific

- Co-construct criteria

- More samples and practice matcing to criteria. May need to repeat many times, and see it in action "I do, we do, you do."

- Students' own work

I write pieces that I can read and others can read too.

I use what I know about sounds to write words.

I write words I know.

I sometimes use capitals and periods correctly.

I tell my story in the order it happened.

I try to make my writing interesting for others to read.
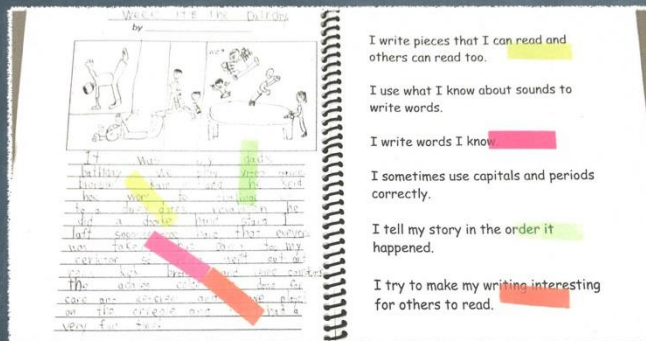
Writing continuum

Next session-
Sorting writing samples

WHAT DOES COMMUNITY MEAN?

VALLEY VIEW ELEMENTARY

Celine Gummer, Rod Beavis, Catherine Manson

Does building our awareness of community build our students' engagement and learning? How will we know?

WE ARE BUILDING A COMMUNITY OF LEARNERS BY USING:

- *Multiaged groups for 'special activities'*
  - o Pumpkin and Jingle Bell run, literacy day activities, sports day in Canada, sweater day
- *Increasing self awareness and personal responsibility through exploring options outside the classroom doors:*
  - o Community support- making soup and cookies
  - o K's working on building community with the Berwick seniors
  - o Aboriginal Cultural Day- grade 4/5's will be student leaders with a 'sharing gifts' theme
  - o Can you make a difference in the lives of 5 people without benefit to yourself?
- *An inquiry focus in the classroom*
  - o How are we in our community connected to the Environment?
    - ▪ Connecting curriculum with a critical thinking inquiry based on the Enbridge Pipeline proposal and First Nations values.
  - o How can I make a positive impact on our Community?
    - ▪ Using the Feel, Imagine, Do and Share inquiry process students pick a project that will use their interests (Spark and Flow) and have a positive impact in a local community.
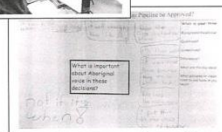
DATA COLLECTION:

We started our PLC inquiry with a student/staff survey about community and will use the same questions post PLC:

What does community mean to you?	How does your community help you?
What can you learn from your community?	What can you teach our community?

We will use the Performance Standards rubric for Personal and Social Responsibility before and after our final community inquiry.

How can we lead and encourage our students to make better choices on the playground and with their behaviour in general?

Valley View Elementary Behaviour PLC team: Taryn Morgan, Erica Black, Erika Hansen, Kellie Sagador, Susie Gilsen, Ross Mandin

Observations in classrooms and on the playground during recess and lunchtime of individuals and whole groups led us to believe that students needed more explicit instruction about what positive behaviours are required during free play and even within classroom time. Our PLC team applied the PBS (positive behaviour support) system to tweak our code of conduct to include more student-friendly language to communicate the same message. The next step for us is explicit teaching of the desired behaviours and we are starting through daily "tiger tips" over the PA, and themed assemblies to model appropriate behaviour....

T	Take responsibility
I	I can show school spirit
G	Golden Rule (show others the same kindness you expect)
E	Engage
R	Respect for self, others, environment and beyond

Once the TIGER model has been taught, reinforced, and corrected, it is time to reward. We plan to roll out a TIGER TICKET system to draw attention to students and behaviours that go beyond expectations

DATA collection: We started off with a lot of notes that were shared at our meetings – anecdotal stories of successes and failures, and that led to strategic conversations about how we as a school should best intervene.

- What misbehaviours are common in the classroom? What can we do to prevent these?
- For what reasons are students sent to the office? Is there a pattern?
- What are the ages of the children who struggle most with certain misbehaviours? Is the redirection age-appropriate? Are there any rules we could do a better job at teaching?
- What are common misbehaviours on the playground? During less structured times (recess / lunch)? Why do some chronic offenders not misbehave in the classroom, but routinely on the playground?

This led us to another conversation about our school rules, and how they were perhaps more implicit than explicit, and how we could improve that. We discovered that most of our team were new to Valley View, so we were the right ones to question rules (because if it was confusing to us, it was likely confusing to students) – and this conversation was brought back to the whole staff. We have the right smattering of community members in our PLC; PVP, teachers, and EA's, so many perspectives were shared, and many different observation contexts were accessed. We are making lots of positive steps forward with our work, and the scheduled bi-monthly meetings are great for feedback collection, and tweaking our direction with student lessons / information sharing.

WHAT ABOUT SPECIAL EDUCATION STUDENTS? Many people joined this PLC group to dig deeper into strategies for working with their special education students. A known fact is that strategies for students with special needs can benefit all students, so some of our conversations dig into the outliers, the ones who struggle with rules, compliance and safety even after best practice and routine has been implemented and enforced. The quest for self-regulation is a biggie for all students.

"staged pics"
No child was harmed in the creation of these visual models ☺

How can we build a deeper understanding of community in Kindergarten?

Valley View Elementary

Colleen Reimer, Karen Reimer, Debra Fullerton, Beth Funk

"Personalizing learning is about enhancing student engagement in learning, giving students choices - more of a say in what and how they learn and where they learn." - Draft B.C. Curriculum

We are encouraging and deepening our student's understanding of community by providing opportunities for personalized learning through:

- Creating learning experiences that go beyond learning area borders of our classroom to focus on students' needs and interests.
  - Kindergarten podding for reading and writing
  - School wide multi-aged group activities
  - Aboriginal Cultural activities
- Encompassing place-based learning, where learning experiences are adapted to the local environment.
  - A weekly Intergenerational project with Berwick residents
- Providing "space" for direct interactions with the world both within and outside of school that addresses "real-world" issues and problems
- Supporting and encouraging student-driven inquiry-based approaches to teaching and learning
  - A student inquiry project on the impact of global warming on polar bears and how we can help our global environment. Students will learn ways they can help.

Data Collection: K.W.L., photographs, interviews and reflections from students, pre and post student/staff survey about community.

- What does community mean to you?
- What can you learn from your community
- How does your community help you?
- What can you teach your community?

Will the use of adaptive technology (ipad apps for voice to text) assist these students in getting their great ideas out with less stress??

Valley View Elementary

PLC team: Jane Dunnett, Karen West, Amy Collins, Karen Fisher, Linda Doerksen, Lisa Rutten, Susie Gilsen, Val Rybski, Kasey Whittington

Technology tidbits:

- School has received several ipads through technology and reading grants, and staff wish to use them to benefit our special needs students, particularly with written output challenges
- New technology policies have steepened the learning curve, but we are familiarizing ourselves with them to be in compliance with FIPPA protocol, and responsible use guidelines
- We are dipping our toes into BYOD options, and conversation / review of protocols / stories from experienced colleagues can only benefit us.
- As new users, we are learning alongside the students with how to operate the apps, how to save, how to print the output, how to email work...

DATA collection:

- Written output has been a growing challenge for awhile for students, particularly intermediate students. Our common intervention for this is for someone to scribe the ideas, or even use reduced output (point form, graphic organizers...) so the students' good ideas can be heard with less pressure on the writer (student or scribe).
- Many teachers will permit verbal output so the good ideas can be collected when written output becomes frustrating.
- Observations in class, from the FSA support required for gr 4 + 7, and general feedback from teachers and EAs describe students choosing to give shorter, less developed answers to be "done" instead of fully explaining themselves as they are often capable of doing verbally. We know that some students' written work is not a true representation of what they are capable.
- Our big question to guide the changes being made – will the use of adaptive technology (ipad apps for voice to text) assist these students in getting their great ideas out with less stress?

Next steps:

- Small group instruction on how to use voice to text apps (initial observations have been wonderful – student output has improved, student satisfaction has improved, student pride has improved, teacher dependence has decreased)
- Shall we look at interventions for a particular subject? Can the use of voice to text apps be transferable for students? What about math?
- What kind of permission is needed to work with these apps?

Will structured and explicit teaching of word skills improve students' written and spoken vocabulary, and overall awareness of words?

Valley View Elementary

PLC team: Melanie Zimmer, Lisa Rutten, Linda Doerksen, Kasey Whittington, Rae-Ann Denny, Grade 5 teacher

Influence for our PLC:

- *Word Nerds*, by Brenda Overturf, Leslie Montgomery, Margot Smith, a book written by teachers and reading specialists was a primary resource for this venture.
- PLC team shares a passion for literacy, and craved a way to improve student vocabulary, and wanted that to be transferrable from spoken and reading words to written word.

How are we doing this work?

- The book does <u>not</u> provide a ready-made vocabulary list. 5-6 age-appropriate yet challenging words are selected from a text (read-aloud novel, functional words - socials/science related, children's literature...)
- Words are used daily in 10 day cycles through a variety of activities – antonyms, synonyms, associations ...
- Practice opportunities are individual, small group or even whole class. Lots of sharing
- Teaching techniques range from traditional to creative, and are multi-disciplinary (drama, art, language...)
- Selected words will show up in reading or writing, students will model use for others to follow, students enjoy locating familiar words and drawing connections to the work done

DATA collection:

- One teacher described his own journey as a teacher, from planning his lessons alone, well researched and prepared with good resources, to the experience he is enjoying right now in the collaborative team, where each teacher puts his/her own twist on the lesson knowing each can come back to the team to talk about what was done, and the team will understand and can help if needed.
- So far, the group has reported that words are taught and practiced in a number of ways, and when a child reports finding one of the featured words, or making a new connection to the word, success is felt.
- Teachers are enjoying the collaborative nature of this work since the journey is so rewarding
- Observations are key to catch word use evolution for the students to identify what is working, and what needs tweaking

Next steps:

- Continue to watch for and enjoy students paying attention to language and comprehension work
- Students enjoy the activities, and take risks to share their creative connections to other words – keep that energy up! Continue to use creative outlets (eg. Charades, Tableaux) to represent words
- Monitor where the words are recurring (in writing or speech), and find ways to increase the recurrence.

A Curriculum for Caring

Our Driving Question:

Will nurturing a Curriculum for Caring increase our students' sense of social responsibility and engagement in their learning?

What's going on for our learners?
How do we know?
Why does this matter?

Scanning - What's going on for our learners?
- many are disengaged at school
- many seem to lack a sense of purpose in school / lack ownership
- many are hungry and tired (survival mode)
- many have very complex lives outside of school

Focusing: What does our focus need to be?
- to provide opportunities for service learning - teaching empathy, responsibility and concern
- to promote a growth mindset (self-empowerment / self-care / ownership
- to empower a sense of community and an interest in making the world a better place
- to make real-world connections
- to use common language

Developing a Hunch... What is leading to this situation?
- difficult home circumstances
- low self-worth
- anxiety / stress
- absence or loss of support
- absence or loss of role models
- poverty

Checking - Have we made a difference?
- pre- and post-assessments using Social Responsibility Performance Standards
- student self-assessment
- student journal reflections

Learning - How and where can we learn more about what to do?
Spirals of Inquiry: For equity and quality
Reclaiming Youth at Risk: Our Hope for the Future
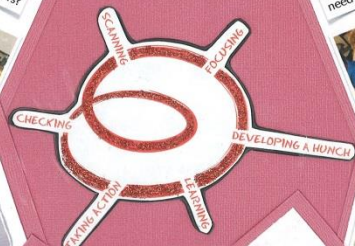Creating and Changing Mindsets: Movies of the Mind

Taking Action - What will we do differently?
- service learning
- "good news" phone calls home
- "two by ten" strategy
- talking circles, class discussions, journal reflections

SCANNING
FOCUSING
CHECKING
DEVELOPING A HUNCH
TAKING ACTION
LEARNING

the i can design thinking model...
DESIGN FOR CHANGE
students go through an inquiry process
STEP 1 Feel — anything that bothers you
STEP 2 Imagine — a way to make it better
STEP 3 Do — the act of change
STEP 4 Share — your story with the world

successful learner traits

the BC Social Responsibility Performance Standards
Exercising democratic rights and responsibilities
shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions

This PLC includes 5 intermediate teachers, 1 LST and 4 EAs.

(4 intermediate classes)

Building a Professional School Community

Brooklyn Elementary School

Team Members: Cindy Arnet, Nicole DeLuca, Sue Lidster, Gregg Moore, Sarah Heselgrave, Caroline Parrish, Paul Otto, Marcia Green, Cathy Bulger, Shelley Longland, Heather Perich, Judy Elves, Gail Robertson, Andrea Cochrane, Dede Willans, Cindy Blackmore, Maureen Wagner, Brenda Bombini, Tim Davies, Val Harnden, Kristi Hoidas, Barb McInnes, Greta Moran, Lisa Scheck

The Brooklyn Elementary staff has been working on foundational work which is important towards developing and maintaining effective and successful PLCs. The process we have gone through is outlined below:

PLC Self Assessment Rubrics
- Vision, Mission and Values
  - Trust and Conflict

Norms of Collaboration
- Development of protocols around how to be more effective during our meeting times

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Consultation with Mrs. Leah Taylor, PLC Consultant
- PLC Philosophy and Process Review

Brooklyn Vision and Planning Process
- Development of Vision Statement
  - Goal and Objective Setting
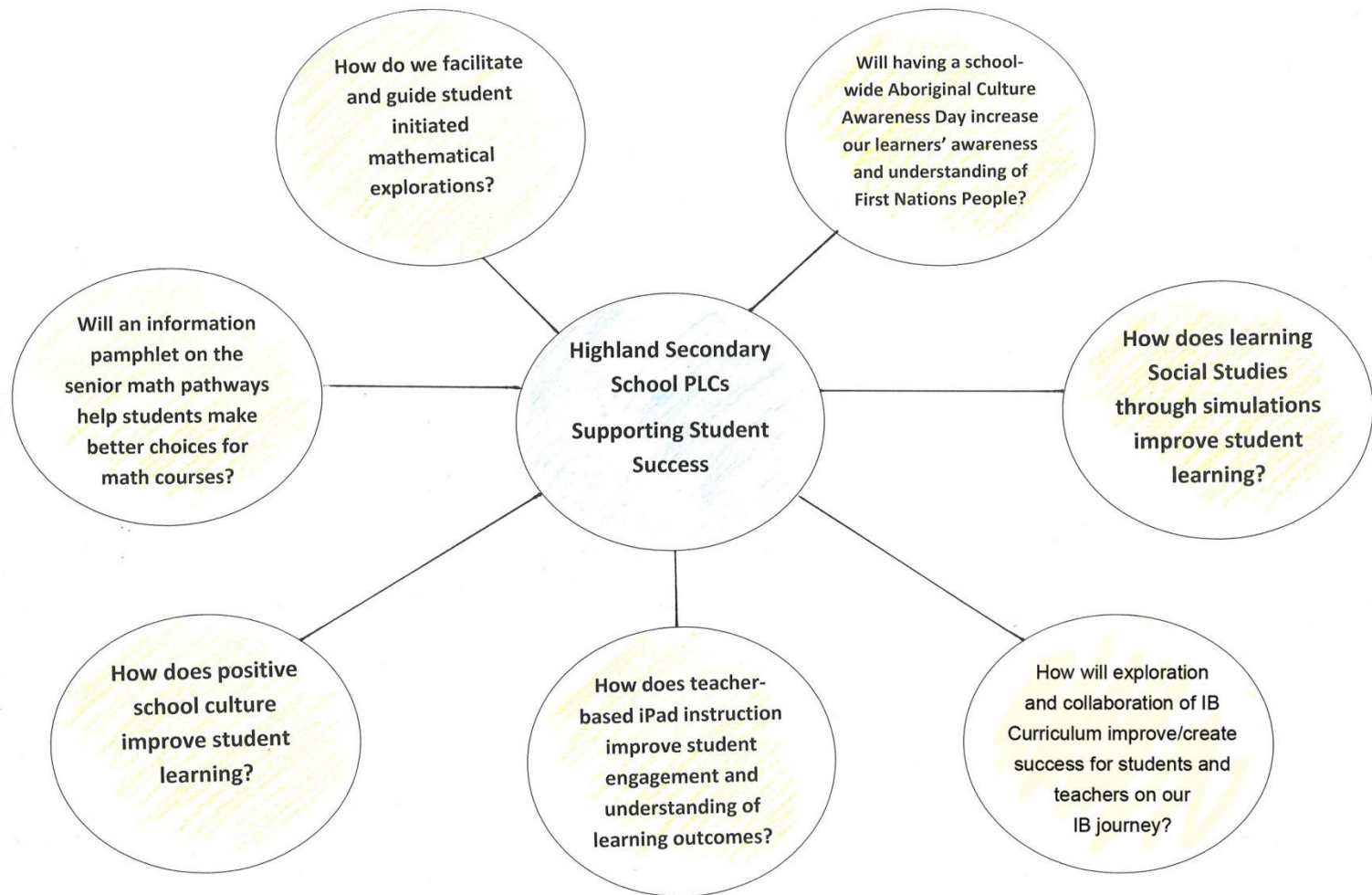
QUENEESH PLC

QUEENEESH

Play and Project Based Learning

Reflection... how did you do today? Did you meet your goal? Why or Why not?

PLC Survey - Student Engagement

Technology in the Classroom
Queneesh Elementary

Queneesh Teacher Resources

Documenting Student Learning

Grade 6/7 Podding
Queneesh Elementary

Self - Regulation
Queneesh Elementary

Montessori Vision

Quicksheet for Class Self-Regulation
2013 - 2014
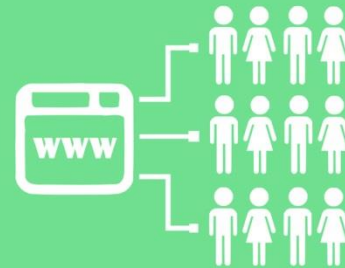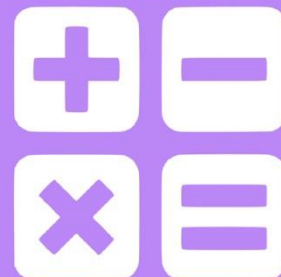
Multi Media and Student Engagement
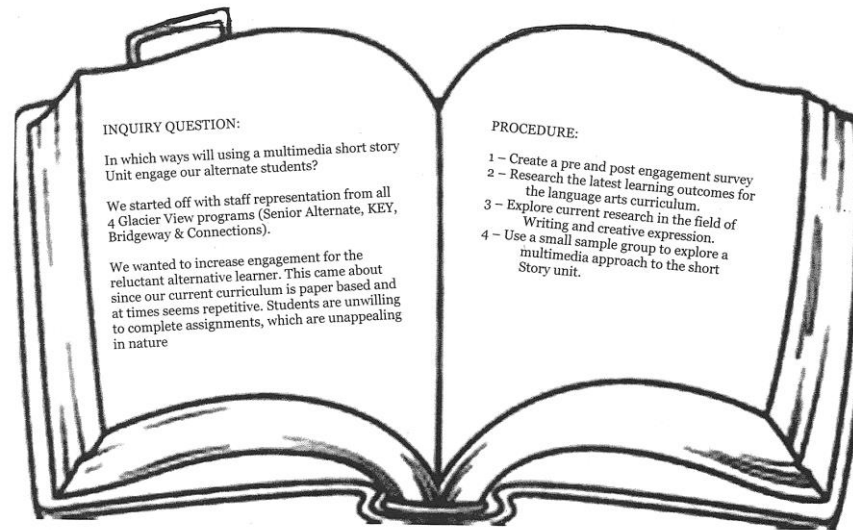
INQUIRY QUESTION:

In which ways will using a multimedia short story Unit engage our alternate students?

We started off with staff representation from all 4 Glacier View programs (Senior Alternate, KEY, Bridgeway & Connections).

We wanted to increase engagement for the reluctant alternative learner. This came about since our current curriculum is paper based and at times seems repetitive. Students are unwilling to complete assignments, which are unappealing in nature

PROCEDURE:

1 – Create a pre and post engagement survey
2 – Research the latest learning outcomes for the language arts curriculum.
3 – Explore current research in the field of Writing and creative expression.
4 – Use a small sample group to explore a multimedia approach to the short Story unit.

Rob Prescott
Sam McKay
Kelsea Lochhead
Caroline Gauthier

GLACIER VIEW SECONDARY CENTRE

How are we going to use communication tools to teach students to self-identify and self-regulate?

Possibly offering a "Drama" skill builder playing out different scenarios that will help to promote reflection and self-awareness.
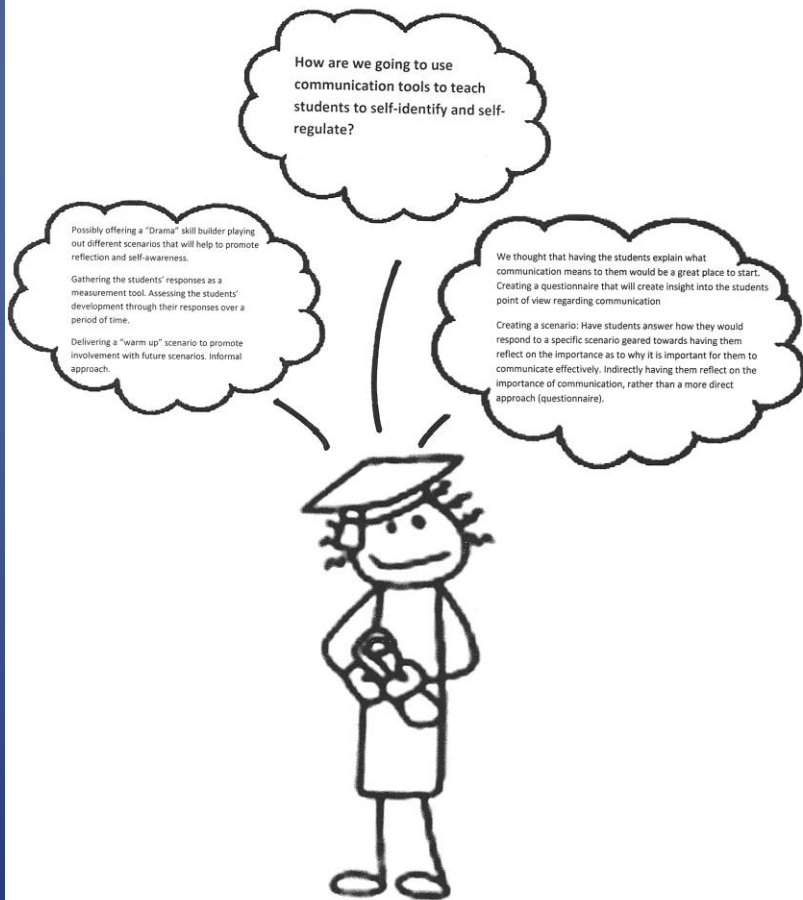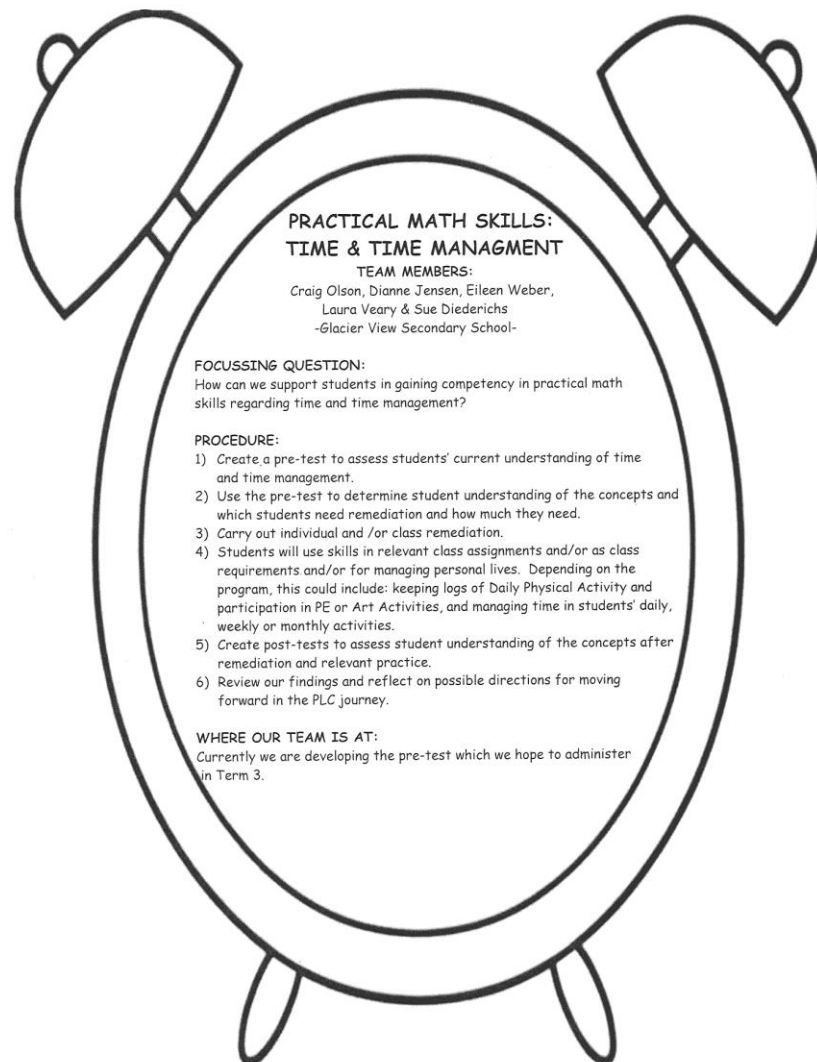
Gathering the students' responses as a measurement tool. Assessing the students' development through their responses over a period of time.

Delivering a "warm up" scenario to promote involvement with future scenarios. Informal approach.

We thought that having the students explain what communication means to them would be a great place to start. Creating a questionnaire that will create insight into the students point of view regarding communication

Creating a scenario: Have students answer how they would respond to a specific scenario geared towards having them reflect on the importance as to why it is important for them to communicate effectively. Indirectly having them reflect on the importance of communication, rather than a more direct approach (questionnaire).

Self-Identity

Murray McRae, Deanna Turner, Dave Lantaigne

Tracey McKinney

PRACTICAL MATH SKILLS: TIME & TIME MANAGMENT

TEAM MEMBERS:
Craig Olson, Dianne Jensen, Eileen Weber, Laura Veary & Sue Diederichs
-Glacier View Secondary School-

FOCUSSING QUESTION:
How can we support students in gaining competency in practical math skills regarding time and time management?

PROCEDURE:
1) Create a pre-test to assess students' current understanding of time and time management.
2) Use the pre-test to determine student understanding of the concepts and which students need remediation and how much they need.
3) Carry out individual and /or class remediation.
4) Students will use skills in relevant class assignments and/or as class requirements and/or for managing personal lives. Depending on the program, this could include: keeping logs of Daily Physical Activity and participation in PE or Art Activities, and managing time in students' daily, weekly or monthly activities.
5) Create post-tests to assess student understanding of the concepts after remediation and relevant practice.
6) Review our findings and reflect on possible directions for moving forward in the PLC journey.

WHERE OUR TEAM IS AT:
Currently we are developing the pre-test which we hope to administer in Term 3.

AIRPORT ELEMENTARY'S PLC TOPICS

Increase Engagement Through:

The Outdoor Classroom

Ipads and Writing

Ipads and Math

The Daily Five

ISFELD SECONDARY SCHOOL PLC TEAMS

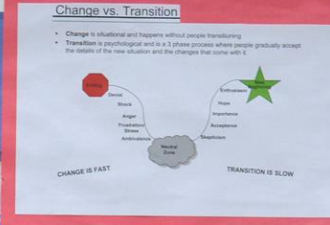How can we increase student value in our HCE, Planning, Grad Transitions program?

How can teacher-produced instructional video enhance student learning both in academic and elective subject areas?

How do we improve the French Cultural presence at Isfeld?

How can the integration of classical literature improve close reading skills?

How do we improve case management for our Lifeskills students?

Change vs. Transition

- **Change** is situational and happens without people transitioning
- **Transition** is psychological and is a 3 phase process where people gradually accept the details of the new situation and the changes that come with it

CHANGE IS FAST   TRANSITION IS SLOW

Mark R. Isfeld
Secondary School

Obesity Trends* Among U.S. Adults
BRFSS, 1990, 1999, 2009
(*BMI ≥30, or about 30 lbs. overweight for 5'4" person)

1990

1999

2009

| No Data | <10% | 10%–14% | 15%–19% | 20%–24% | 25%–29% | ≥30% |

Source: Behavioral Risk Factor Surveillance System, CDC

PLC Steering Committee

Gary Aylward	Dave Graham
Jon Bos	Larry Green
Heather Corman	Shawn Holland
Stephanie Finlay	Tracy Richards
Gerald Fussell	

How can we improve our support for students suffering from mental health issues?

How do we move students from "What did I get?" to "What did I learn?"

How can we improve knowledge, skills, and understanding of cardiovascular fitness (CF), resistance training (RT), and flexibility (F) in our students?

How can the school garden enhance student engagement and learning both in and out of the curriculum?

How can we improve student engagement?

How can we improve learning opportunities for those students with school completion certificates?

Current Issues in Education

Mary Lou Fulton Teachers College – Arizona State University
PO Box 37100, Phoenix, AZ 85069, USA

Improving Student Engagement

Leah Taylor
And
Jim Parsons
University of Alberta

Citation
Taylor, L. & Parsons, J. (2011). Improving Student Engagement. Current Issues in Education, 14(1). Retrieved from
http://cie.asu.edu/

Abstract

The paper that follows reviews research literature in the area of student engagement.

Ecole Robb Road – PLC

We spent most of our PLC sessions creating new Vision, Mission and Value Statements for our school.

Our teams are now developing deep questions around Mindfulness, Mathematics, Teaming among split classes, and ways to increase Oral French, and their impact on learning in a second language environment.

Primary French Immersion Literacy

Essential Questions & Enduring Understandings

How do readers make connections among sounds, letters, words, pictures and meaning?

How do writers represent their stories, ideas and experiences?

Students will understand that:

- writing can be "talk written down" and print carries a constant message

- the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle)

Assessment Approaches & Strategies

- Pre- and post-assessments using standardized measures with national benchmarks as learning targets.

- Formative assessment (portfolios; anecdotal records) based on students' performance in authentic learning contexts.

  - Checklists and inventories that inform instruction in a quick and efficient manner.

Learning outcomes

Students will:

- segment words of three or more phonemes into their discrete sounds.

- associate the initial, medial and final sounds in words with one of the letters *s, a, t, i, m p, c, f* and *o*.

- encode 3 phoneme words in sound board activities and guided writing sessions.

Teaching & Learning Strategies

Small group instruction tailored to students' pre-assessment results, including intervention programs for children at-risk and enrichment opportunities for students ready to accept new challenges. Incorporate peer tutors whose own reading and language development would benefit from phonological awareness/phonics exposure.

Hands-on, kinesthetic learning that keeps literacy instruction play-based and joyful.

Application of skills to authentic reading and writing experiences.

Self-assessment to promote student reflection, engagement, responsibility and independence.

Parent involvement sessions to foster capacity for French language and literacy support at home.

Resources

Road to the Code
L'éveil à la lecture chez les petits
IDAPEL
L'Escapadou iPad app
Educreations iPad app
Handwriting Without Tears iPad app
Boehm Language Concept Manual
Marvelous Minilessons for Teaching Beginning Writing, K-3

Reflections

Reflect, report and celebrate during the March 5th PLC.
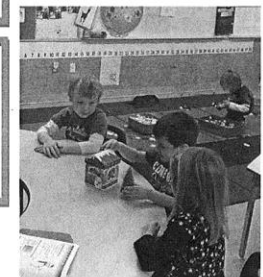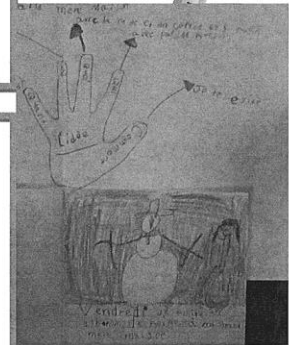
Ecole Puntledge Park Elementary

Successful Learning Framework

Puntledge Park Elementary

Team Members:
Katie Arsenault, Susan Leslie, Bridget Mawhinney, Melanie Smith and Lisa Skene

How do we empower students to own their learning?

By using the Successful Learner Framework will the process of learning become more visible to our students? Will the students begin to describe themselves as learners and be more focussed on the process of learning rather than the content? Will this framework empower them to self-regulate, stay engaged and own their learning?

The SL's are a competency based framework that has been operationalized so that it is accessible to students, and useful and manageable for teachers. It is based on 8 traits applicable to all curricular areas and social contexts:

Thoughtful (thinking)   Strategic   Confident   Industrious   Compassionate   Creative   Risk-taking   Enthusiastic

We are all using the SL Posters in our classrooms. They have become a purposeful part of our teaching practices. We have introduced the traits using picture books and teachable moments. We are noticing that when we include the traits in our teaching, students have sense of purpose and have a better understanding of what they need to do – the traits are making learning visible to our students. The posters help students connect to the learning process.

DATA COLLECTION – We each chose 3 students and asked them to tell us about themself as a learner in October. We will mark their progress again in February and May.

Tell me about yourself as a learner.

SUCCESSFUL LEARNER FRAMEWORK RUBRICS

	A Start	Getting There	That's It!
The 8 Successful Learner Traits	I'm still learning the traits of a successful learner.	I can explain at least 4 traits of a successful learner.	I can explain all of the successful learner traits.

	A Start	Getting There	That's It	Wow!
When I speak about myself as a learner.	I can tell you about things I am learning.	I can tell you about things I am learning and I can use some trait language such as: I am industrious.	I can tell you what trait(s) I am and give you an example of my learning that demonstrates a specific trait.	I can tell you what trait(s) I am and give you an example of my learning that demonstrates a specific trait, and I can also tell you what trait I need to work on, and how I can improve as a learner.

SAMPLES
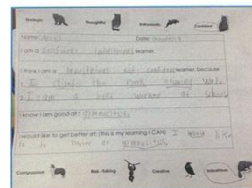
I was an industrious drawer. I stayed focused as I was drawing. This is a picture of me driving a car. I am working on adding details to my picture to tell my story.
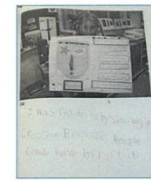
PLC@LT

1.INCLUSIVE

- Teachers, Educational Assistants and Administration sharing perspectives
- Open invitations to join discussions and groups regardless of course specialties, school community role and/or grade level focus – if someone is interested in the topic or has information to offer, they are welcome…

…the focus is on student learning

2.ONGOING

- Reflection, sharing in grade groupings observations and evidence of learning
- Reflection, sharing in subject areas observations and evidence of learning e.g. Math, Inquiry
- Cycles of sharing, reflecting, testing, checking and re-checking for learning success. Findings influence actions taken to support learning environments

…the focus is on student learning

3.DEVELOPING

- **Lake Trail** is a school that has a very strong collaborative culture. Our PLC model is in the process of becoming a more solid structure as people move from the past models of collaboration.
- Staff meet briefly as a whole group to share what they are working on in the first few minutes of PLC time. Staff members join the groups that they feel will allow them to have greatest impact on learning.
- Our PLC will continue to evolve over time. Having the designated time and space for professional collaboration to improve learning has already made an observational impact of
  - o coordination between subject areas and grade levels (ensuring learner workloads are reasonable, school-wide structures are implemented and monitored, etc.)
  - o opportunities for professionals to share their observations and look for commonalities between stories that may help illustrate the whole child and give a better picture of the learning environment that works best for improved learning

…the focus is on student learning

Royston Elementary Professional Learning Community

Reggio Inspired*Project Based Learning* I can* You can* We can* Self Regulation*Your thinking*My thinking* Sharing* Safety* Belonging*Apps* Self Assessment

Will the use of a writing continuum k-6 for self-assessment improve student writing?

How can we engage student learning through building community?

Building Community through story and literature response.

What influence does self regulation and behaviour have on the learning community?

Reggio Inspired*Project Based Learning* I can* You can* We can* Self -Regulation*Your thinking*My thinking* Sharing* Safety* Belonging *Apps* Self Assessment

....a few examples

of the fantastic

PLC work

from SD71

PLC at MIRACLE BEACH

1) How can we improve the engagement and achievement of our non-readers?

2) How can we better engage our students through the use of "tools" and hands-on experiences?

3) How can we help our students better understand and demonstrate social norms/expectations, in particular in regards to showing respect for others?

4) Can we improve the achievement and sense of belonging of our most vulnerable students?

TECHNOLOGY

HUBAND PARK ELEMENTARY

Team Members:

Sara Leslie. Jen Williams, Barb Matson, Sherry Patterson, Shannon Dueck,

Jan Hyham, Marina Mahabir, Susan Harrison

Our Focus

To use technology to access curriculum to improve student learning

Talk Typer

We learned how to navigate around Talk Typer and that it is an easy to use web application which allows free speech to text dictation in a browser.

Google Chrome and Add-Ons

Google Chrome is a fast and efficient method of accessing information on the internet. The Google Chrome Add-Ons icons installed by SD 71 help our students with challenges access the appropriate curriculum to meet their needs.

ARC BC - Accessible Resource Centre

British Columbia is a BC Ministry of Education funded response to the increasing demand for digital or alternate format alternatives to print in BC classrooms. The goal of ARC-BC is to provide BC students with perceptual disabilities and the educators supporting them with high quality digital alternate format materials based on the BC K-12 curriculum novels

Our group each set up their own ARC-BC account. Then we practiced by downloading novels and texts that are currently being used at Huband

Kurweil

Our group learned to use Kurweil print to speech software to promote independent reading, writing and learning with our class and students

Special thanks to Karen West, for her invaluable leadership in teaching us new technology tools.

TECHNOLOGY SUPPORTED ASSESSMENT FOR LEARNING

Huband Park Elementary 2013 – 2014
Team Members: Brad Fraser, Alexander Seymour, Kjeryn Haughton, Kari Nye, Sylvia Hurford, Noani Costain, Ellie Grant

GUIDING QUESTIONS: How will using technology as a tool support the Huband school community to develop an awareness of active learning, invite meaningful learning conversations, and facilitate critical reflection concerning assessment practices? Can student's ability to self-assess, talk, reflect, and write about their learning be improved when using technology to capture and document learning? How will intentional use of technology, to make learning visible in active, inquiry-based learning environments, support student's active participation in their learning?

RESEARCH BACKGROUND: "Assessment is the tail that wags the curriculum dog. If we want to see real curriculum reform, we must simultaneously achieve reform of assessment practices." (Bredekamp & Rosegrant, 1992, p.29) "When we know our learners well, we can" create an environment that offers "a meaningful next-step for each of our students. Assess comes from the Latin verb and means to sit beside. When we listen to our students, watch what they do", engage them in conversations about their learning and support them to reflect on their experiences, processes, or products, "we have a better understanding" of their strengths and areas to strengthen. (C. Walters, SD#71 Website).

With these words in mind, we are exploring how intentional use of technology will enhance our assessment practices in active, inquiry-based learning environments.

SAMPLE DATA:

Self-Assessment from Photo Documentation Gr. 4/5

Fitness Participation Peer and Self-Assessment using Video and Photos Interm. Grades

Using photographs to Co-Construct Criteria for Read to Self in Kindergarten

Using photographs to Reflection on our experience Purposeful Writing in Grade 4.

Self-Assessment
Integrating Technology in the Teaching and Learning Process

NEXT STEPS:

* Continue to develop our assessment and technology integration knowledge, skills, and confidence through expanding our technology integration support network. This support network will also include our own students who have a wealth of knowledge and skills to share.

* Work with district experts and attend professional development opportunities that focus on assessment and technology. Share what we learn and wonder about with our PLC members.

* Continue to record, document and share our experiences of making learning visible.
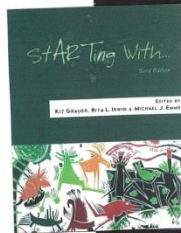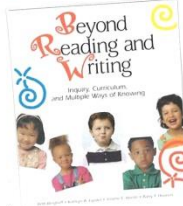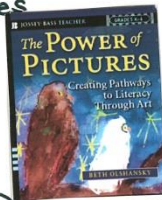
Art and Literacy

Bev Clarke   Jacquie Anderson   Jill Clayton
Lisa Perry   Huband Park

"How can using the Fine Arts deepen student learning in literacy?"

- teaching elements of Art (Art literacy)
- developing common language in Art and writing
- using Art as an experience to generate ideas for writing and expression
- increasing student engagement through artful experiences

Resources:

The POWER of PICTURES
Creating Pathways to Literacy Through Art

Beyond Reading and Writing
Inquiry, Curriculum, and Multiple Ways of Knowing

stARTing With...

Data collection → conversations
→ products
Visual Art learning   observations
outcomes

Winter Tree

Snowy tree

Waving branches

Wind whistling

While birds eat.

Winter Tree

Bare tree standing in the snow

Snow all white and soft

The wind whistling the branches

Birds come to visit

The weather is cold.

Four Seasons Tree
Winter   Spring
Summer   Fall

Winter Tree

Tree standing cold

In the winters' air

Shivers

Blowing winds

Swaying from side to side

Hears crunching feet

In Winter.

Lines