PLC Share Out 2016

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Filled Wednesday, June 01, 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?

Brooklyn 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	Sue Lidster and Nicole DeLuca

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.

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

Exploring various methods in helping students to self-regulate

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

Student need: being aware of what their bodies and behavior choices are; focusing on a given task or tasks; independently and in group situations.

ACTING

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

Created a self-regulation checklist for students to use. Check-ins on emotional states at various times through the day; check-ins on what they did before coming to school and how it might have affected their emotional states in school.

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.

Book: Zones of Regulation by Leah M. Kuypers; Book: Energizer, Background knowledge about Brain-Based Learning; Outdoor Education research; Successful Learner Traits.

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

We designed a 'Self-Regulation' checklist

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

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?)
At Brooklyn Elementary (Val Harnden)

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?
Difficult to implement as routine was already established and breaking into inquiry based learning projects to begin new self-regulation routines and examining them was challenging. This would be good to start at the beginning of a school year.

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.)
emotional and physical states (anxiety levels, sleepiness, hyper, etc.)

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?
There are a lot of interruptions and noise in student lives that interrupt their learning both in and out of school. As a result this makes it challenging for many students to even be aware of their emotional state and focus. A small percentage of students spend many hours a day screening.

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?

It was implemented too late to be very effective. Start this at the beginning of a school year.

REFLECTING

12. What are/were some of the highlights experienced in your Professional Learning Community journey so far? What worked well?

Excellent food sharing and sharing our stories around self-regulation implementation in our different learning/teaching environments.

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.)

We diversified into smaller groups according to the needs of our particular work environments.

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?

Continue to develop an awareness of "Why you do what you do?" in any particular time frame.

15. What are your next steps, moving forward?

Start on a new focus area/inquiry

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. If you have technical difficulties, please contact the IT help desk.Thank you