

# PLC Share Out 2016

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*Filled Tuesday, June 07, 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?

Courtenay 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

Kartrina Douglas,  
Gavin MacPhail,  
Heather Freeland

**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

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. | Key contact

Gavin  
MacPhail

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

How can we use therapy dogs to support our students with anxiety, help them self-regulate and boost their reading confidence?

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

anxiety, self-regulation challenges, reading deficiencies

**ACTING**

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

Gave students opportunities to walk, read to, pet and learn about the dogs. We also used dogs to support students with high anxiety to enable them to participate in classroom learning. Dogs helped students regulate when they were elevated and did not respond to teacher assistance. Student reading increased through the motivation of having dogs to read to and a friendly competition to read more books with the end goal of having a "dog party."

**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 similar inquiries.

St John's Dog therapy program (Dave Fletcher, coordinator); academic articles around effects of dogs on learners and different programs using dogs with students.

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

We have 2 dogs with dog therapy certification and we created pics for a visual schedule that is used by all students in the classroom

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

All grades. It is surprising who chooses the dogs to read to or have a break with. Special needs students often have a strong attachment to the animals.

**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?)**

Pics through Heather Mary Campbell. Information for registering a therapy dog and handler can be found at St. John's Ambulance in Courtenay.

## **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?**

For general population and learning support students: More positive reaction to reading, increased amount of reading, more confidence reading. Increased satisfaction, greater sense of community in the classroom with a therapy dog. For student with intense anxiety, increased ability to enter and remain in the classroom during learning time.

**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.)**

Survey, observation, photos, feedback from parents.

**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?**

Student extremely upset - start petting dog and calm down right away. One student who petted dog because he was crying, stopped crying right away and then said in a surprised voice, "How does she (therapy dog) do that?"

**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?**

Learning from each other. Trying new things. Engaged in learning we are excited about.

**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.)**

Difficult for others from different schools to collaborate effectively.

**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?**

Building on our knowledge and experience and widening the different backgrounds of members in the group.

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

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