PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/db8e09d3e500754b2b92f535c041ae816a0ffa6e/

Filled Friday, May 22, 2015

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
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	Beth Perry , Nancy Walowina, Shelly Merrifield, Amber Savage, Gary Gordon

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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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)

a mature/established professional learning community (achieved all 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:

6. Planning next phase

INFORMATION ABOUT YOUR PLC INQUIRY

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

WILL REGULARLY SCHEDULED PHYSICAL ACTIVITY IMPROVE LEARNING OUTCOMES,BEHAVIOURS FOR STUDENTS NOW AND IN THE FUTURE.

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

Daily physical community based activity for students with special needs now and in the future.

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

Researched and provided daily community fitness based activities for students with Special Needs.

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.

Vanier van and personal vehicles for transportation, instructors for individualized activities such as rock-climbing, squash and swimming.

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

Yes we did. Easter Seals Access Card, Transit Pass and Aquatic Pass for people with Special Needs.

Variable	Response
i. If so, for what grade level or subject area are they best suited?	High school students
ii. If they are accessible for other educators to use, where are they located?	http://easterseals.ca/english/access-2-entertainment-card,http://www.personalsupports.bc.ca/psp/supports/transportation.page?keyword=Transportation~

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

Students developed closer relationships with other students and staff. Students gained confidence in trying new activities and interacting with members of the community.

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

Personal data sheets filled out by students prior to activity. Behaviour data sheets filled out by staff in the class following the activity.

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?

The block following the activity student attention and productivity were increased.

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

Camaraderie and independence amongst the students while preparing and particpating for the activities.

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

Time constraints of the block schedule and length. Non availability of Vanier Van.

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

Two blocks would be beneficial to the program because it could provide consistant public transportation to activities.

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)

Continue and expand the program.

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.