PLC Share Out 2016

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Filled Thursday, May 26, 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?

Student Services

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	Heather Campbell, Software Technician; Jennie Rankin, AAC SLP

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?

Does an intentional, structured group learning approach for social skill development result in the formation of friendships and relationships between students who have communication differences (i.e. who use alternative and augmentative communication systems) with each other and with students within the greater school community?

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

We noticed that students with communication differences often lack opportunities to make and develop true friendships, both within the Lifeskills program and with other students in the Isfeld school community. Several key steps/building blocks/foundations were identified that are important to building a friendship: being known, naturally occurring interest in the other person (not being paid to have a relationship), having shared time, having mutual interests, caring for the well-being of the other person.

ACTING

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

Last year, specific communication skills were targeted for several individual students in isolation. This year, we also had specific targets but instead did the teaching and practice in a group setting. It was really fun and rewarding the kids and very useful for the EAs to see each others' skills and strengths in supporting the developing communication skills.

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.

Our references were documented in last year's PLC powerpoint as this year's work built on last year's work.

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

We created new message buttons and whole communication pages for the students' talkers that were relevant to the activities and communication targets.

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

Students of all ages who use alternative and augmentative communication tools.

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?)

Through Student Services technology department.

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?

See below, # 9.

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.)

Surveys and anecdotal reflections from EAs, teachers and families that spoke to new skills and also enjoyment because of the students' participation in the weekly group sessions. We did a lot of videoing and photos to document participation and skill growth.

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?

Specific students demonstrated the acquisition of targeted communication skills that really opened new social doors for them. Many stories and evidence are documented in our powerpoint.

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?

n/a

REFLECTING

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

This year the experience was just a joy. This is our third year of this PLC so it felt like we were really able to get into the real work with the students. Previous years laid the groundwork by 1) allowing us to develop our ideas and 2) to try our ideas with specific students. This year, the group approach was a really nice culmination of previous work and understanding.

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.)

Time. Heather ran the communication groups alone as we couldn't coordinate our schedules for both of us to be there.

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?

Have: more dedicated time for running communication groups for students who use AAC. Know: that pre-teaching the session targets and expectations for support with the EAs would be very valuable.

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