PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/d6e15c80ab82f2454b04cc9b04d16699acdc1ab9/

Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Student Services

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	Krista Manson (SLP); Robin Van Holderbeke (ELL teacher); Lisa McKenna (Computer program worker); Tracy Pederson (Low Incidence Support Teacher)

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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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	Robin Vanholderbeke

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)

starting the journey to become a professional learning community (have plans to achieve 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:

2. Acting/Implementing

INFORMATION ABOUT YOUR PLC INQUIRY

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

How can a group of specialists with different areas of expertise work together to adapt or modify units that will benefit of a variety of learners thereby empowering teachers to include all these learners?

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

To provide meaningful inclusive learning opportunity for students with diverse needs

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

*Creating and planning goals for all, goals for most and goals for few including modified goals for a particular unit. * Creating learning activities that will support the achievement of those goals* Include a a classroom teacher in the next stage of implementation

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.

We have or will be using: Shelley Moore Inclusion Teacher strategies (learnsomoore.com); Leyton Schnellert ideas; Creative Commons photos; Unite for Literacy.com, Book Creator App; LRC materials; etc etc

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

So far we have co-created a UDL Planning Triangle

Variable	Response
i. If so, for what grade level or subject area are they best suited?	The tool we have created is specific to grade three Social Studies. However, the template (created by Shelley Moore) can utilized across grades and subjects.
ii. If they are accessible for other educators to use, where are they located?	(No response)

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

Pending

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

We are not here yet.

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?

Providing more accessible learning opportunities that connect to PLOs for all students including those with diverse learning needs including low incidence, ELL, language impaired, learning disabled and others.

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

Working with other specialists. The hope that this project will eventually work to support teachers at a variety of grades in a variety of subject areas to ensure students have optimal success.

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

(No response)

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

The inclusion of a classroom teacher in the project would have been helpful.

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)

We will continue with this project, hoping to gain a classroom teacher as an additional member.

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.