PLC Share Out 2015

http://fluidsurveys.com/account/surveys/810009/responses/export//surveys/sd71/plc-share-out-2015/3f91534a01e8dcfde71f701b96ee612683358e1e/

Filled Wednesday, May 06, 2015

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	Christine VanHolderbeke (LST - Queneesh), Joyce Bartram (LST - Huband), Teresa Cameron (LST - Airport), Jocelyn Elmore (LST - EPPES/Arden), Kate Berg (LST - Queneesh), Kari Bennett (District Autism Support Teacher) - This PLC started in February, 2015

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
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	Kari Bennett (Student Services - 250-338-1481)

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?

What impact does direct social skills instruction (through groups) have on student's social performance at school?

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

Students' inability and/or ineptness in activities involving social skills

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

Researched various social skills curriculum resources, determined validity, assessed student competencies in the social domain, developed social groups at 4 elementary schools

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.

Books: Think Social (Michelle Garcia-Winner), The Incredible Flexible You (M. Garcia-Winner), Social Relationships (Scott Bellini), Do-Watch-Listen-Say (Kathleen Quill), PEERS Curriculum, Social-Communication for Children on the Autism Spectrum (Jed Baker)

3b. Did you co-create any new tools, assessments, resources or materials?
No

Variable	Response
i. If so, for what grade level or subject area are they best suited?	(No response)
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?

Challenges in implementation have included limited time available for Learning Support Teachers and District Autism Support Teacher, significant time needed to establish each group's expectations/goals/objectives based on the diverse needs of each student, timing in the school year, communication with and training for education assistants, scheduling around classroom activities

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

Pre-assessment data included observations of each student in a variety of settings, interviews with parents

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?

We are anticipating improved social performance in identified students during social situations at school (including an increase in self-esteem, confidence, inclusion)

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

Collegial interaction and support among teachers who are, typically, isolated from each other, laughter in a difficult job, greater understanding of available resources, idea generation and sharing

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

Training needed to effectively implement, resources available, time for professionals to be involved, commitment from teachers to enable students to participate, follow through outside of the groups, generalization of learning for students

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

Start earlier in the school year, anticipate the initial challenges to get groups established

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)

Adapting the project to address our concerns/challenges

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.