

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

Research Question

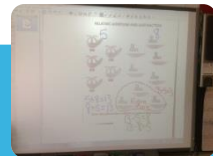
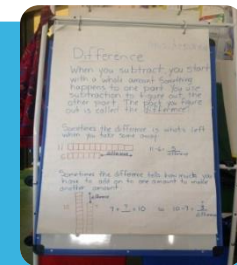
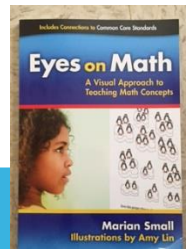
***WILL A VARIETY OF STUDENT
EXPERIENCES USING CONCRETE
AND VISUAL REPRESENTATION
OF STUDENT THINKING IMPROVE
NUMBER FLUENCY?***

WHAT WAS OUR PROCESS?

Who was involved? 5 classroom teachers from three families of schools, K-12 Curriculum Lead, MISA Lead and SEF Lead

Steps to our Inquiry:

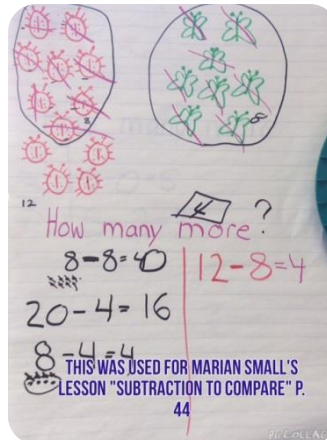
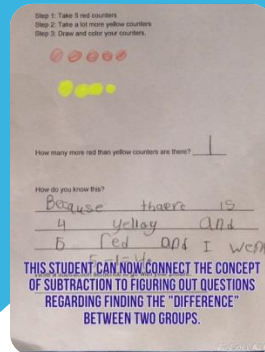
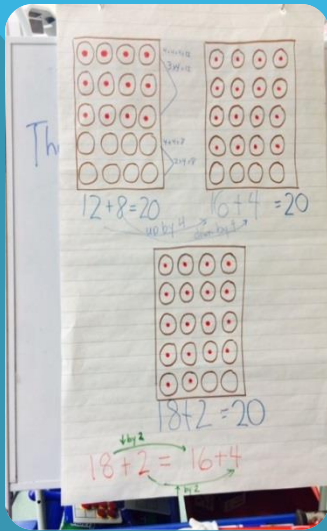
- TCI Orientation Day
- Group met 2 times to select Mentor texts, examine ways to create/develop appropriate types of data including correlated data and analytic reports to assess student learning, monitor student program and identify patterns for improving student achievement.
- Developed a “Hot Math Buddy” approach
- Theresa Dostaler – worked with our group in a PLC format
- MID point Event
- TCI Symposium



There are 2 teams with 10 children. Team A has 10 but team B has only 3 children. How many more children do they need on team B?

WHAT DID WE FIND OUT ABOUT THE COLLABORATIVE PROCESS?

Our **AHA** Moment!



“The greatest successes so far have been seeing students get an understanding of ‘number’. “T.S.

“You can’t teach numeration as a unit – understanding number is everyday.” N.S.

“From being involved in this project I learned the POWER of collaboration. Our team had many insightful discussions regarding best practices to improve number fluency” M.D.