

Ottawa Region- Managing Information for Student Achievement
(MISA) Projects 2015-16
~FINAL REPORT~

June 24th, 2016

**HOW DO WE KNOW WE ARE CLOSING THE GAP?
PUTTING THE EVIDENCE INTO ACTION**

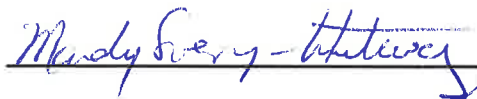
The Ottawa Region MISA Professional Network Centre (PNC) will be funding inquiries that utilize evidence-informed decision-making (EIDM). Your inquiry will align with the Ministry 'Achieving Excellence' document, local Capacity Building Priorities and/or Board Improvement and School Improvement plans.

Focusing on building teacher capacity, the inquiries will provide release time for teacher collaboration to study strategies that bring EIDM to the classroom, change teacher practice and most importantly close the gap in student achievement for those subgroups identified by the Ministry. Up to \$10,000 will be provided for inquiries that engage in activities directed at using evidence-based decision-making to improve student achievement. Funds may be used for release and related meeting costs but not capital expenditures.

Inquiry teams will attend a regional session on January 7th and 8th, 2016, that will allow teams to share their work to date, outline new tasks, and find others with similar themes, as well as learn more about the collaborative inquiry process, data literacy and using data to improve student achievement. School administrators will be invited to join their teams at the session.

Inquiries will be shared regionally with other school boards at a May 17, 18, 2016 Symposium.

Director's Signature



Board Contact /Project Liaison Name and Email address:

Please e mail this Proposal, with a scanned page of your Director's signature, to David Fox, MISA PNC Coordinator. Funds will be allocated very soon. Further information is found at the end of this Proposal Form.

A. INQUIRY TITLE: Assessing Student Thinking

B. INQUIRY ALIGNMENT

Which Ministry area does your inquiry address?

- **Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
- **Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
- **Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.

What aspect(s) of your School Improvement Plan and/or Local MISA Capacity Building Priority does your inquiry address?

Local MISA Capacity Building Priority Area 1: Professional Learning - Promote evidence-based practice, knowledge, skills and commitments into practice by providing networked professional learning opportunities.

2015-2016 HPEDSB BIPSA - Effective Instruction and Assessment Practices:
Assessment FOR, AS and OF Learning

- The primary purpose of assessment is to improve student learning
- Assessment is grounded in big ideas and transferable skills in the curriculum and used to inform next steps
- Assessment for Learning Cycle: learning goals, success criteria, descriptive feedback, self and peer assessment, individual goal setting
- A variety of relevant and meaningful evidence is used for ongoing monitoring of learning (observations, conversations and products) and inform next steps
- Balances all categories of the achievement chart and evaluates overall expectations
- Tiered approach to supporting students through continuous assessment

C. INQUIRY QUESTION

What initial ideas do you have for a possible inquiry question? This question will be refined at the regional orientation day.

Remember that this year's focus is on *How Do You Know You Are Closing The Gap?*

2014-15 If we use assessment FOR learning to drive the inquiry process, will students learn ways to communicate their thinking?

2015-2016 If we use assessment data to design intentional learning opportunities, then students will improve thinking.

D. INQUIRY DESCRIPTION:

What strategies will you use to build a culture of collaborative inquiry in your work?

- knowledge building circles and co-learning stance
- engaging in professional discourse through exploration and investigation of research, resources, and pedagogical documentation
- setting norms for risk-taking and realizing assets
- documenting our journey as educators
- documenting student growth

Outline who will participate, and the activities, products/deliver-ables.

Participants:

3 Full Day Kindergarten teams, one primary classroom teacher, two Curriculum Services Team members

Expanded to include 3 new teachers -grade 2, 3, 3/4 teacher as we consider implications of Inquiry based learning for upper Primary.

Activities/ Knowledge Building:

We will continue to work collaboratively to analyze documentation and to determine what impact regular and visible assessment FOR learning is having on:

- students' ability to think and communicate their thinking
- the student's and educator's approach to inquiry

New Knowledge about Thinking might include...

****Integrative Thinking strategies (Heidi Siwek)***

****Implementing some of Peter Liljedahl strategies for thinking classrooms.***

****examining Achievement Chart - what is the "language of thinking?"***

****meta-cognition***

Products/Deliverables

-evidence of student thinking through the use of pedagogical documentation on iPad minis (Name and Notice)

- evidence of Lesson design (Backward Design) with "Declared Learning" being a Thinking dimension within a Curricular Domain

What are the entry and exit measurement indicators for your inquiry (e.g. surveys results, student artifacts, report card marks, attendance statistics, EQAO scores,)?

1- Target student thinking with 3 sample students and measure growth over time (entry/exit) - Developed Success Criteria as measured through a Observational Frequency Chart.

2 - Teacher reflection (CBAM) - comfort with the iPad? Assessment for Learning Cycle? Planning with End in Mind? Student Thinking? Collaboration?

What data/evidence will you collect to guide your inquiry?

- pedagogical documentation of student interactions
- analysis and assessment for learning feedback (learning stories)
- educator work samples - design models
- pedagogical documentation of educator interactions

How will you collect evidence of student growth? (e.g., journals, portfolios, observation, interviews, student voice)

- video and photos of students learning in collaborative groups on * Vertical Non-Permanent surfaces.
- observations of and anecdotal notes on students - with focus on metacognition
- video and photos of educator learning in collaborative group
- educator work samples

Did your inquiry change from your original plan? If so, how?

We are continuing down the same path around student thinking but now as part of Assessment loop teachers are “Acting”. Designing precise learning opportunities to target a thinking need.

The main focus of the budget should be on teacher face-to-face collaboration. Budget items may include teacher release, along with some **non-capital materials** (not hardware) and support in developing resources and the production of a final report to support the collaboration. (Please provide itemized costs for the inquiry---funding will not exceed \$10,000).

Item	Purpose	Cost
Educator Release Time (7 teachers and 2 DECEs) for Collaboration	Collaborate across schools to build on our current understanding of how assessment for learning can support student inquiry	$7 \times 4 = 28 \times 231 = 6,468$
		$2 \times 4 = 8 \times 155 = 1,240$
Educator Release Time (4 teachers, 3 DECEs, 1 Admin) for MISA Sessions	Attend orientation and symposium	$7 \times 2 = 14 \times 231 = 3,234$
		$2 \times 2 = 4 \times 155 = 620$
		11, 562
		- one teacher not at Orientation

E. BUDGET PLAN

F. INQUIRY REPORTING

An interim report (progress check) is due by Friday, April 8th, 2016.

A final financial statement is due no later than Monday, May 30, 2016.

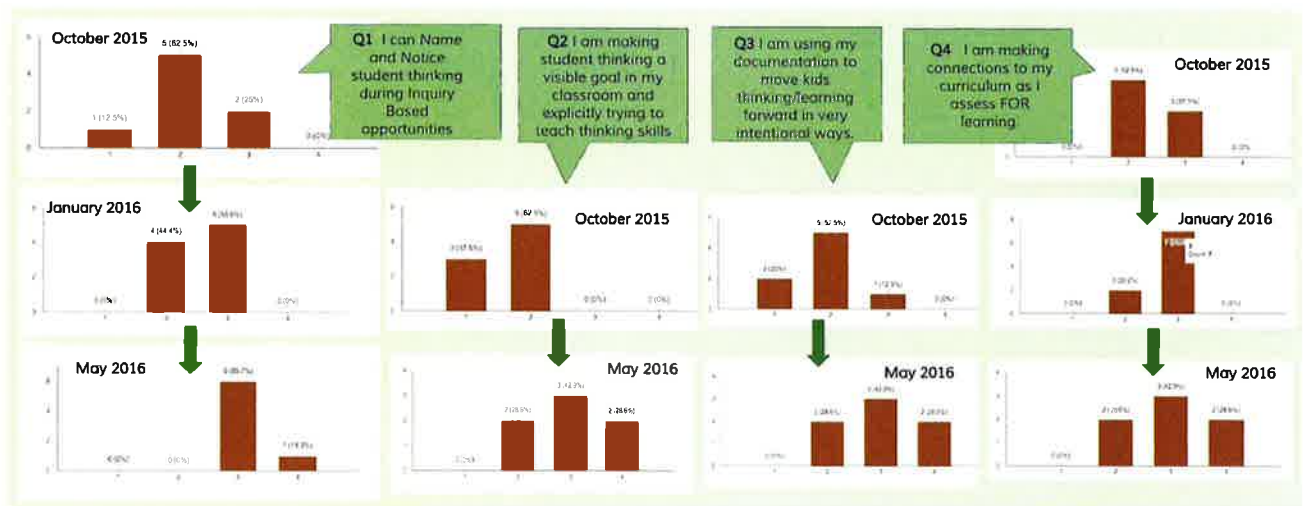
The final report is due no later than Thursday, June 30, 2016.

Actual Outcomes and Measures (What changes/achievements resulted from the outputs? What data/evidence supports these results?)

Videos of Student Learning

<https://goo.gl/gCBTp2>

Educator Learning Results



Lessons Learned/Smart Practices (What lessons learned/smart practices have emerged and can be shared?)

Impact of Professional Learning on Educators:

- rich understanding of pedagogical documentation - using a variety of tools, including technology, to focus on conversations and observations
- monitoring the process of learning based on full Achievement Chart skills and competencies - beyond Knowledge and Understanding in content areas (input-output)
- moving from collection of data to interpretation and reflection
 - planning with the intention of having students think and using documentation of student thinking to guide further instruction
 - providing next steps (assessment FOR learning) to extend and challenge student thinking
 - using technology to share student thinking with students - and to provide (assessment AS learning) feedback for their learning
- questions used for feedback and to drive and differentiate the learning (What do you notice?)
- beginning to name and notice and post documentation in order to make thinking visible, promote the communication of thinking, and connect curriculum (e.g. Success Criteria)
- becoming more reflective as educators - being off balance and ready to learn something new

Impact on Student Learning:

- engaged in the pedagogical documentation process by documenting their own learning and helping their classmates express their thinking through video documentation and questioning - without prompting
- quality and higher-level vocabulary and metacognition in student conversations with a focus on talking about their thinking
- students feel their voice is welcomed and heard
- taking risks as they begin to see themselves as capable, curious and competent learners
- asking more and better questions, using "I wonder" statements and pursuing ideas rather than "studenting" (Peter Liljedahl)
- more self-regulation (eg. when given a challenging task that produced frustration)
- students are in flow (e.g. wishing we didn't have bells to interrupt the learning)

Our Next Steps:

- Continue to see students as curious and capable
- Refine pedagogical documentation through critical conversation and moderation with colleagues
- Integrate the inquiry approach across the curriculum with continued focus given to skills found in Achievement Charts/Four Frames
- Further develop use of video documentation, electronic portfolios and electronic feedback
- Talk less and listen more
- Encourage kids to challenge each other and their thinking - how do you know? can you prove it?
- trusting students to lead, letting go of control and co-construction the learning alongside our students.

Sharing Results

As well as providing the preceding final report, inquiry teams will present at the Ottawa Region PNC May 17, 18, 2016, Symposium. A template for the interim check-up and the final sharing, as well as guidelines for the Symposium presentation will be provided at the regional Orientation Day.

G. SUBMISSION

Please send this Proposal, signed by your Director, to David Fox, MISA PNC Coordinator by e mail cedarlanesolutions@bell.net as soon as possible and no later than Friday, January 15th, 2016.