

Ottawa Region- Managing Information for Student Achievement (MISA)
Projects 2015-16
Teacher Collaborative Inquiry
Proposal

*** Modified Version as of November 18, 2015***

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

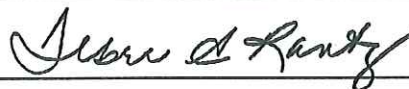
The Ottawa Region MISA Professional Network Centre (PNC) will be funding inquiries that utilize evidence-informed decision-making (EIDM). Your inquiry will align with the Ministry 'Achieving Excellence' document, local Capacity Building Priorities and/or Board Improvement and School Improvement plans.

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:

Peter Bertelsen
(bertelsenp@limestone.on.ca)

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: Building Teacher Understanding of Mathematics to Support Responsive Math Learning Environments

B. INQUIRY ALIGNMENT

Which Ministry area does your inquiry address?

Junior Mathematics

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

Board Goal #3: *Using a balanced approach, student achievement will improve in mathematics through a sustained and deliberate focus on the development of deep conceptual understanding through high-yield mathematics instruction.*

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?*

How will building an understanding of math curriculum and numeracy skill development collaboratively with teachers improve all of our confidence and effectiveness at creating responsive math learning environments?

D. INQUIRY DESCRIPTION:

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

Teachers and Administrators will work together to identify teacher learning needs within their school and to develop strategies for collectively developing understanding of mathematics. Collaboratively we will establish what we will accept as evidence of;

- *improved teacher understanding;*
- *improved teacher confidence in creating responsive math environments;*
- *improved teacher effectiveness in creating responsive math environments;*
- *impact on student achievement/well-being.*

Outline who will participate, and the activities, products/deliverables.

6 Administrators from 6 Elementary Schools

12 teachers (2 per school)

Jean Rannie – Ministry Education Officer

-Meet monthly to identify learning needs, identify resources, learn about mathematics, co-plan staff learning sessions, create plans for documenting learning and gathering evidence.

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

Participants used student work samples, teacher observations, teacher perceptions and report card marks to determine areas of student need and corresponding areas of teacher development. Student growth and teacher learning will be measured through examining student work, teacher interviews and classroom observations.

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

Each school subgroup will collect artefacts of both the product and process of student work to inform next steps for their learning and classroom strategies.

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

Student growth and teacher learning will be measured through examining student work, teacher interviews and classroom observations.

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

The original plan did not change but the inquiry process is taking longer than originally planned. Our inquiry will continue into the next school year.

E. BUDGET PLAN

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
38 days teacher release	As outlined above	\$9680.00
Materials and Resources	Learning materials and support resources will be needed for learning about mathematics. (e.g., chart paper, graph paper, manipulatives, building materials, books, videos...) Additional expenses will be supported by Board funds.	Estimated: \$320
Total		\$10000.00

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?)

In classroom observations and student work as shown some individual improvements in some areas of student work. It is still too early in the process to draw conclusions about the overall impact on student achievement. Teachers directly involved in the inquiry reported improved confidence in creating responsive math environments and improved effectiveness was observed in the classroom.

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

Rich cooperative tasks and number talks give students time to develop understanding and clarify concepts. They also enable teachers to identify what students understand and their misconceptions more easily. In turn, this makes it easier to plan appropriate next steps.

Students had a lot of misconceptions about number and these misconceptions were repeated across many grades.

Having a good understanding of the curriculum and how it develops across the grades is important for teachers.

When teachers and administrators work together and when teachers have a voice in the topic and type of professional learning, the learning is more precise, engaging and effective for teachers.

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.