

F. INQUIRY REPORTING

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?)

The teachers learned that the norms for student talk needs to be explicitly taught.

The organization of the class, groups, use of space, and materials available, can encourage or discourage student dialogue.

Teacher questions are becoming open-ended and/or probing in the context of a rich tasks using Talk Moves as a support.

Teacher-lead PLC resulted in many of the educators freely opening their classrooms to peers and engaging in productive professional discourse.

Evidence:

Student to teacher conversation decrease; and student to student increase (measured by a tally system)

Teacher and student self-reflection (Metacognition process revealed lack of knowledge conversation norms. Conversation norms became a monitored goal for the class)

Video of classroom lessons (supported unbiased reflection of lesson and student/teacher behaviour)

Observation (This took place during PLC lessons and the daily lessons)

Student exit tasks (assessment for and of learning)

PLC's minutes and notes (Tracked progress, wondering, and conversations of where students were to inform strategies)

Lessons Learned/Smart Practices (What lessons learned/smart practices have emerged and can be shared?) When the above measurables happen, the students have been observed collaborating and cooperating with each other. The students have taken ownership of their learning and the learning of their classmates. "They have been transitioning from a competitive classroom to a cooperative classroom" (Teacher quote)

The Talk Moves are helping the teachers get at the next steps for students (assessment of learning and for learning).

Teachers are looking forward to next steps in their own profession dialogue with colleagues to support learning communities among their colleagues. They are very interested and having one more year of funding to meet so that they refine their practices.

Transparency, productive struggles, taking risks, deprivatization of teaching and learning has to happen with students and teacher.