

**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.

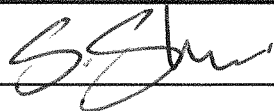
Focusing on building teacher capacity, the inquiries will provide release time for teacher collaboration to study strategies that bring EIDM to the classroom, change teacher practice and most importantly close the gap in student achievement for those subgroups identified by the Ministry. Up to \$10,000 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.

UPPER CANADA DISTRICT SCHOOL BOARD

Director's Signature _____



Board Contact /Project Liaison Name and Email address:

Phil Dawes, Superintendent of Accountability & Alignment
phil.dawes@ucdsb.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:

MISA – Making Student Thinking Visible

B. INQUIRY ALIGNMENT

Which Ministry area does your inquiry address?

Primary/Junior Mathematics

Student Achievement, Growing Success-Assessment, Evaluation and Reporting, Literacy and Numeracy, School Effectiveness Framework, Leadership Framework

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

SIPSA Numeracy Goals – improving student achievement in math (junior)

SIPSA Assessment Goals – improving student achievement through understanding how assessment for, as, and of learning informs instructions

May be related to aspects of SIPSA literacy goals

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 do we close the achievement gap in mathematics by making student thinking visible?

D. INQUIRY DESCRIPTION:

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

Pre-planning, classroom visits, student observation, video development and sharing, Co-creating success criteria, co-creating assessment tools, co-teaching, revising our inquiry throughout the process based on observation of student learning

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

Participants:

3 elementary school teams: principal plus team of 2-4 teachers per school

3 Learning Commons Informationists (support)

Activities

Team meetings - inquiry and pre-planning

Classroom visits, student observation, co-teaching

Development and sharing of student artifacts – co-moderating and annotation of student work

Management of pedagogical documentation

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

Key curriculum expectations as determined by the collaborative inquiry group through pre-assessment data, student work and other data such as EQAO and math screenings. Exit measurements will include post-assessment data and student work.

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

Pre and post-assessments

Artifacts of student thinking

Self-assessments in terms of co-created success criteria

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

Pedagogical documentation – student to student, student to staff, staff to staff dialogue, photos, videos and visual representations

Student artifacts (work & voice)

Observations

Other evidence as identified by the collaborative inquiry team

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

Yes – two new and distinct inquiry questions emerged from teacher discussions and student observation early in the inquiry process, focusing on literacy and metacognition:

1. How do we (educators) understand the practice of assessment AS learning and use learning and success criteria to improve our students' writing? (2 schools)
2. If students learn to think aloud while analyzing, determining, figuring, problem solving, and strategizing in math, then students will develop the ability to monitor their learning, select appropriate strategies and tools, and reflect on their learning. If this happens, then collaborative math talk will migrate to individual math talk, and student achievement will rise. (1 school)

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 |
|--------------------------------------|---|-----------------|
| Teacher release | Team meetings and co teaching | \$6,700 |
| Teacher Release | Coverage for principals to attend MISA events | \$2,000 |
| Mileage between schools | Co teaching | \$800.00 |
| Classroom resources/meeting expenses | | \$500,00 |
| | | \$10,000 |

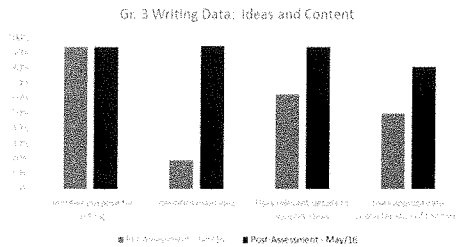
F. INQUIRY REPORTING

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?)

Inquiry 1: How do we (educators) understand the practice of assessment AS learning and use learning and success criteria to improve our students' writing? (2 schools)

- Student achievement has increased in writing, specifically in the areas of organization ideas and content and conventions. (see chart)



- Our learners effectively use success criteria to identify their strengths and determine their next step by choosing the criteria they need to improve upon.
- Learners use the co-constructed success criteria daily to monitor their writing in all subject areas and revise their writing when needed.

Inquiry 2: If students learn to think aloud while analyzing, determining, figuring, problem solving, and strategizing in math, then students will develop the ability to monitor their learning, select appropriate strategies and tools, and reflect on their learning. If this happens, then collaborative math talk will migrate to individual math talk, and student achievement will rise. (1 school)

- Time to task data showed clear engagement with task
- Students have begun to identify VNPS (Vertical-Non-Permanent-Surfaces) elsewhere in the building as a platform for their thinking and focused conversations.
- Students who did not have access to VNPS clearly demonstrated success with making their thinking visible through math talk

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

- All students can learn, grow, improve and take ownership of their learning in the area of writing.
- Collaboration with other educators is key to furthering our learning and building our capacity.
- The pedagogy of listening and observing is an integral part of making thinking visible and provides qualitative assessment that enhances the data generated from success criteria.
- Students who were reticent to engage in math talk or math activities moved in to conversations in tasks (as shown through video pedagogical documentation)
- Students (after some explicit teaching) clearly took the time to discuss and figure out what the question was asking
- Students are willing to tackle any problem if they understand the question, and believe a correct answer is possible for them, as long as the learning environment itself provides them with the tools they need (both in terms of solving the problem and maintaining focus).
- Random groupings are highly successful and appreciated by adults and children; children understand that groups were truly random and their approach to group work became more academically focused
- Pedagogical documentation was an invaluable tool to listen to the children's thinking, whether they were videoed by an adult, or set the iPad up in front of the group.

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 Thursday June 30th, 2016.

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