

# MISA Principal Collaborative Inquiry Upper Canada District School Board

## **Key Inquiry Question:**

**How do intentional principal moves impact teacher pedagogical and assessment practices to ultimately improve student achievement in math?**

## **Intentional Principal Moves:**

- Co-construction of learning goals & success criteria
- Creating a whole-school Math Mindset
- Exploring communication & collaboration in the classroom

Participants: John Bourne, Daryl Kelly, Trisha Johnston, David Morrison



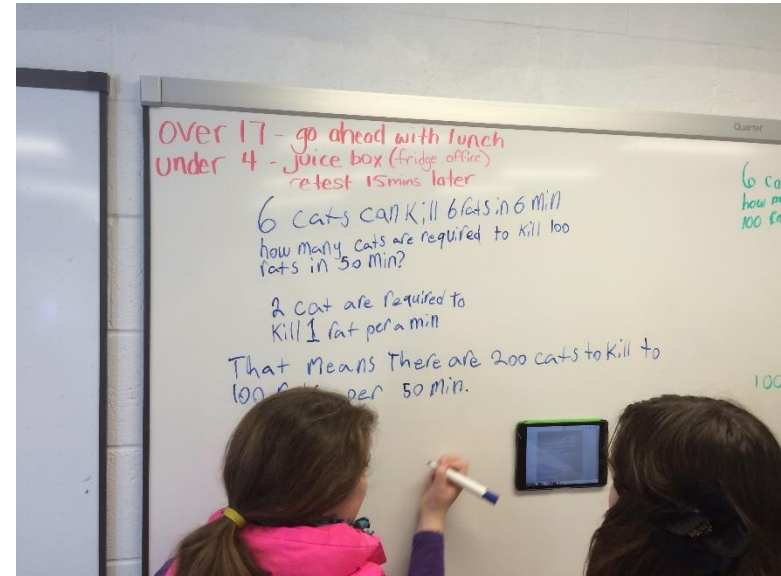
# MISA Teacher Collaborative Inquiry (1)

## Upper Canada District School Board

**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.**

Participant: Sue Neilson, North Elmsley Public School



# MISA Teacher Collaborative Inquiry (2)

## Upper Canada District School Board

### Key Inquiry Question:

How do we (educators) understand the practice of *assessment AS learning* and use it to improve our students' writing?

### Our Theory of Action:

If we (educators) make learning goals visible and co-construct writing success criteria for the elements of writing with our students, then our students' writing skills and content will improve.

Participants: Teresa Polite, Rideau Vista Public Library & Amanda Neiman, Front of Yonge Public Library

