



Managing Information for Student Achievement (MISA)
Summary of Teacher Collaboration Projects
2016-17

Teacher Collaborative Inquiries are funded by the regional PNC and the Local Capacity building fund to support building teacher and administrator capacity by providing release time for collaboration to study strategies that bring EIDM to the classroom, change practice and most importantly close the gap in student achievement for those subgroups identified by the Ministry.

Two schools were supported this year:

Thomas Darcy McGee (Grade 1 and 2 teachers, as well as resource and administrator) and St Mary (Grade 4 and 5 teachers as well as resource and administrator).

St Mary: Building Number Fluency through Problem Solving in the Junior Division

St Mary delved into examining how teaching and reinforcing numeracy skills in the context of problem-solving activities can make math learning more relevant, engaging and meaningful for students. Ancillary questions focused on how providing rich tasks which are differentiated to meet the learning needs for all students (“high-ceiling, low floor” questions) enhance numeracy skills.

The junior math team co-planned and co-taught through several cycles of learning. Facilitators supported the reflection and planning stages. Individual students were tracked to monitor impact. Classroom observations during problem-solving activities, work samples of problem-solving activities, student surveys were used to reflect on progress.

Teachers learned to critically evaluate tasks through application of a rubric supplied by the Ministry of Education. Use of the Effective Guides to Mathematics also formed a core resource for the group. As well, technology was introduced to provide differentiated support for students. The group plans to continue their inquiry during the next school year.

Thomas D’Arcy McGee Catholic: Early Literacy Intervention

TD McGee’s collaborative inquiry was based on a review of the data that suggested that students at risk in kindergarten and grade 1 would not be successful in grade 3 or on EQAO (math, reading and writing components) unless a significant intervention was put in place for developing reading skills. They decided to use the “Let’s Read” Program: OCSB, in the classroom. They hypothesized that intervention in grade 1 for these students would improve their literacy skills and ultimately impact their scores in grade 3 (EQAO math, reading and writing). In the short term (this school year), benchmarks included the development of basic literacy and reading skills in grade 1 and 2 students including targeting specific students with special needs and ELL learners.

The following changes were noted as a result of the Collaborative Inquiry:

- Students identified as “struggling” through kindergarten assessment (KID) and early grade 1 assessment (PM benchmark) have demonstrated significant progress in reading and writing
- Looking at potential of implementing the “Let’s Read” program in the latter half of senior kindergarten
- Teachers learned that they needed to alter how they started out at the beginning of the year with all students

The following data/evidence was used to support these results.

- “Let’s Read” program assessments
- PM benchmarks
- Literacy Resources, Inc.
- Observations of Student confidence and attitude

PNC – TCI Budget Summary: 2016-17 School Year

St Mary		
Item	Purpose	Cost
Total of 18 release days for 4 teachers (use of supply teachers)	<ul style="list-style-type: none"> ● capacity building (meeting with our Board Learning partner to learn how to construct differentiated math problems) 	1x.5x4x\$250=\$1000
	<ul style="list-style-type: none"> ● co-planning/co-teaching, observations in colleagues' classrooms/pedagogical documentation 	6x.5x4x\$250=\$3000
	<ul style="list-style-type: none"> ● PD: tech tools to support Math Learning ● poster prep for presentation at May symposium 	1x1x4x\$250=\$1000
		\$5000.00

TD McGee Catholic		
Item	Purpose	Cost
Total of 18 Days for teacher Release	<ul style="list-style-type: none"> ● capacity building (planning "Let's Read" implementation) 	1x.5x4x\$250=\$500
	<ul style="list-style-type: none"> ● co-planning/co-teaching, observations in colleagues' classrooms/pedagogical documentation 	6x.5x4x\$250=\$3000
	<ul style="list-style-type: none"> ● data analyses and prep for presentation at May symposium 	1x1x4x\$250=\$1000
Purchase Items for "Let's Read Program"	To prepare program for delivery	\$500
		\$5000.00

