

# **Ottawa Region- Managing Information for Student Achievement (MISA)**

## **Collaborative Inquiry 2017-18 FINAL REPORT**

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

The Ottawa Region MISA Professional Network Centre (PNC) supports local collaborative inquiries (CI) directed at supporting student well-being and achievement. Up to \$10,000 has been used for release time to focus on building teacher and administrator capacity, to study and change pedagogical practices, to bring evidence informed decision making to the classroom, and most importantly, to close the gap in student achievement for those subgroups identified by the Ministry.

All CI teams have been asked to provide evidence to support an inquiry question designed to inform the PNC about factors that contribute to shifts in teacher thinking and practice.

Inquiry teams attended an *Orientation Session on November 15, 2017*, at the Ambassador Hotel in Kingston, and inquiries will be shared regionally with other school boards at a *May 2018 Symposium*.

**Please complete and email this Final Report Form, including a scanned page of your Director's signature, to David Fox, MISA PNC Coordinator. Further contact information is found at the end of this document.**

## COLLABORATIVE INQUIRY FINAL REPORT

A. **INQUIRY FOCUS/TITLE:** Reading for Meaning: Junior, Grades 4-6

B. **INQUIRY ALIGNMENT:**

**Which Ministry area from Achieving Excellence did your inquiry address?**

- Invest in the technology, design and infrastructure required for the classrooms of the future to serve the needs of all communities.
- Invest in innovative teaching practices and instructional methods enabled by technology to more precisely engage and address the learning needs of all students.
- Give students more flexibility and ownership in their learning, allowing them, for example, to determine whether they want to spend more time on e-learning or on learning outside of the classroom.

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

*Local MISA Capacity Building Priority #2: Create more effective collaboration at the classroom, school, board and/or PNC level(s) in activities related to identifying, analysing, implementing, monitoring and/or evaluating targeted improvement strategies.*

*2017-2018 HPEDSB BIPSAW*

*WELL BEING*

We will engage students in opportunities to develop a sense of self, spirit and belonging to meet their cognitive, social, emotional and physical needs

*GLOBALLY MINDED LEARNERS & LEADERS*

We will engage students in opportunities to develop global competencies to make a difference as connected citizens of the world

*LITERACY GOAL*

We will increase the number of students reaching provincial standard in their ability to think deeply about what they are reading and to communicate their thinking.

**C. INQUIRY QUESTION(S):**

**What was the problem of practice for your inquiry? How did you anticipate classroom practice (pedagogy) changing as a result of the inquiry? What questions guided your inquiry?**

The student learning need is using tools (i.e., Read&Write for Google, speech to text and voice notes, sticky notes, highlighters) and the assessment for learning cycle (feedback, talk, knowledge building) for deep thinking about text while reading. Student achievement results indicate that many students with special education needs require support in this area.

If we respond to our students as readers and support the intentional selection and use of a variety of tools for teachers and students, will students with special education needs think deeply about the text during reading?

**D. INQUIRY DESCRIPTION:**

**Please describe what place during your inquiry?**

- **what were the learner needs that led to your inquiry focus?**
  - EQAO Primary and Junior Reading skill area data
  - school demographics - number of students with special education needs (nx-IEP and LD)
- **what were the educator needs that stem from your inquiry?**
  - the assessment for learning cycle (precise feedback, talk, knowledge building) for deep thinking about text while reading
  - Use of digital text within Google platform
  - Use of Read & Write for Google Chrome tools to support making meaning text and communication of student thinking
- **who participated?**
  - 3 central educators (literacy coordinators, educational technology support coordinators), 27 Gr 4-6 Educators
- **what did you do?**
  - 3 sessions of professional learning in reading for meaning, the use of Read & Write for Google Chrome tools, critical thinking documentation/assessment, and moderated marking of student open response reading samples - Google Site ([MISA Reading for Meaning](https://sites.google.com/apps.hpedsb.on.ca/misa201617/home)) or <https://sites.google.com/apps.hpedsb.on.ca/misa201617/home>

**How did you collect evidence of student growth? (e.g., pedagogical documentation?)**

Educators collected evidence of student thinking during learning. Educators shared the students thinking and documentation while bumping it against success criteria for critical thinking...how might we provide feedback to students during reading and learning as to deepen their critical thinking? Educators then used a set of texts to explore language, culture and identity (front matter of the curriculum) from the Indigenous perspective. Educators captured student thinking by making it visible (sketchnotes, audio files, videos, verbatim documentation). Educators provided multiple opportunities for students to enter the texts (both digital and hard copy). Students then replied to an open response question. Educators sent in the student responses and then came for a day of learning and moderation of the responses. Moderation included educator reflection about big ideas and the understanding that there is not one right answer.

**How did you incorporate student voice?** Student voice was captured using pedagogical documentation as stated above. The front matter of the language arts curriculum and the social studies curriculum was revisited on multiple occasions as a reminder that language, identity and culture are what students bring to the learning to help them think critically and make sense of their thinking during learning. Educators reflected deeply on the value of the thinking in the assessment for learning feedback loop and the importance of making space for building knowledge. They are slowing down, listening, and being present. Educators were valuing the diversity of thinking in the room rather than evaluating thinking with bias. When students are reading for meaning - who they are and what they bring to the text are how they make meaning and what they should be critically thinking about. The following is an example of a group of students thinking critically together and building on each other's thinking.

<https://www.educreations.com/lesson/view/spoken-words/47713113/?s=x9eYii&ref=link>

**E. Final Budget (Financial Statement due no later than Thursday, May 31, 2018)**

<b>Item</b>	<b>Description</b>	<b>Cost</b>
March 21	Supply coverage - Reading for Meaning half day administrator session	\$750
March 22	Supply coverage - Reading for Meaning Teacher Session	\$5880.74
April 17	Supply coverage - Reading for Meaning Teacher Session	\$3843.67
April 19	Supply coverage - Reading for Meaning Teacher Session	\$1104.81

**F. INQUIRY REPORTING**

**ACTUAL OUTCOMES AND MEASURES**

**What changes in practice and student achievement resulted from the inquiry? What data/evidence supports these results?**

Educators completed a CBAM three times during the course of the learning over a series of months. The CBAM asked a series of questions around critical thinking strategies and the use of technology in the classroom to support students who need to technology to make meaning from text and to make their thinking visible.

The results for the CBAM are included below (attached). Educators shifted.

<https://docs.google.com/spreadsheets/d/1vRb3lVdbCy8SgCO1QpfPQZDWZ7SM967qKg4ruepJ9o0/edit?ts=5b147ddf#gid=516575015>

**PROCESS:**

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

- We decided to design the learning using the Indigenous Learning Model. We also selected resources by Indigenous authors.
- A Google Classroom and a Google site were created to support teachers in connecting to one another, housing and building upon a collection of resources, and to practise their own digital literacy skills in the Google and Read&Write for Google environments.
- We added a day of moderation. We chose to do this on the last day to be consistent with the concept that the reading responses/comprehension questions are a result of the learning and thinking over time. There was a tension between the moderated marking (getting grades back) and the other learning (capturing learning during reading) - we knew that are students knew more than what they put on the page.

**LEARNED/PROMISING PRACTICES:**

**What lessons learned/promising practices have emerged and can be shared?**

- Once student thinking was captured with visible thinking strategies (eg. inquiry question chart paper, whiteboard poem annotations), educators learned that students would revisit it, mull things over, and extend the ideas over time
- Using different texts with a common thread for critical thinking allowed kids to stumble upon symbols and themes and make their own connections rather than being told by the teacher
- Educator thinking was captured through pedagogical documentation (eg. verbatim notes) and revisited to think forward in the next session. It was also used to give feedback against the critical thinking success criteria and to give them back their words in the moment. This type of feedback extends and challenges thinking. It allows the learner to rethink, deeply consider the perspectives of others, and transform their initial take.
- Having educators share in the leadership. 2 teachers worked with the curriculum team to plan our professional learning sessions. They tested the texts and teaching tools with their students before attending, then shared what they did in the session. This was a powerful way to invite educators to take risks in their own classrooms.

- The work we did with educators in Grades 4-6 Reading for Meaning is similar to the work we have done with Grade 3 and Grade 7/ 8 educators. The coherence of having educators across the system, in different learning teams learning the same pedagogy, brought about rich conversations across grades and between schools.

**G. SUBMISSION OF FINAL INQUIRY REPORT**

Please send the Final Report, to David Fox, MISA PNC Coordinator by email [cedarlanesolutions@bell.net](mailto:cedarlanesolutions@bell.net) no later than Friday, June 29th, 2018.

Name of School/District School Board:

Hastings and Prince Edward District School Board

Project Liaison Name and Email Address:

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Director of Education Signature: Mandy Savery-Whiteway 

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**Question One What is your level of concern regarding the implementation of critical thinking strategies in your classroom? (select the option that best represents your level concern at this moment)**

	March	April	May
1 I am not concerned with using critical thinking strategies in my classroom.	1	0	0
2 I would like to know more about using critical thinking strategies in my classroom.	13	5	0
3 How will using critical thinking strategies in my classroom affect me?	0	0	0
4 I seem to be spending all my time getting materials ready for critical thinking strategies in my classroom.	1	1	2
5 How are critical thinking strategies in my classroom affecting the learners? How can I refine things to have more impact?	6	0	3
6 How can I relate what I am doing with critical thinking strategies in the classroom to what other teachers are doing?	4	8	0
7 I have some ideas that would make the implementation of critical thinking strategies in the classroom even better.	2	3	0
8 Other	0	2	4
9 Did Not Answer	0	8	18
	27	27	27

**Question Two What is your level of use of critical thinking strategies in your classroom? (select the option that best represents your level of use at this moment)**

	March	April	May
1 I don't have an interest in beginning to use critical thinking strategies in the classroom.	0	0	0
2 I am taking the initiative to learn more about using critical thinking strategies in the classroom.	9	4	2
3 I have definite plans to begin using critical thinking strategies in the classroom.	4	1	0
4 I am making changes to better organize and plan for the use of critical thinking strategies in the classroom.	7	7	1
5 I have established a routine for using critical thinking strategies in the classroom, but making few changes.	0	0	1
6 I am making changes to my use of critical thinking strategies in the classroom to increase outcomes.	4	6	2
7 I am making deliberate efforts to share with others about using critical thinking strategies in the classroom.	1	1	2
8 I am seeking more effective alternatives to the established use of critical thinking strategies in the classroom.	2	0	1
9 Other	0	0	0
10 Did Not Answer	0	0	18
	27	27	27

**Question Three What is your level of concern regarding the implementation of Read&Write for Google and providing digital texts to students? (select the option that best represents your level concern at this moment)**

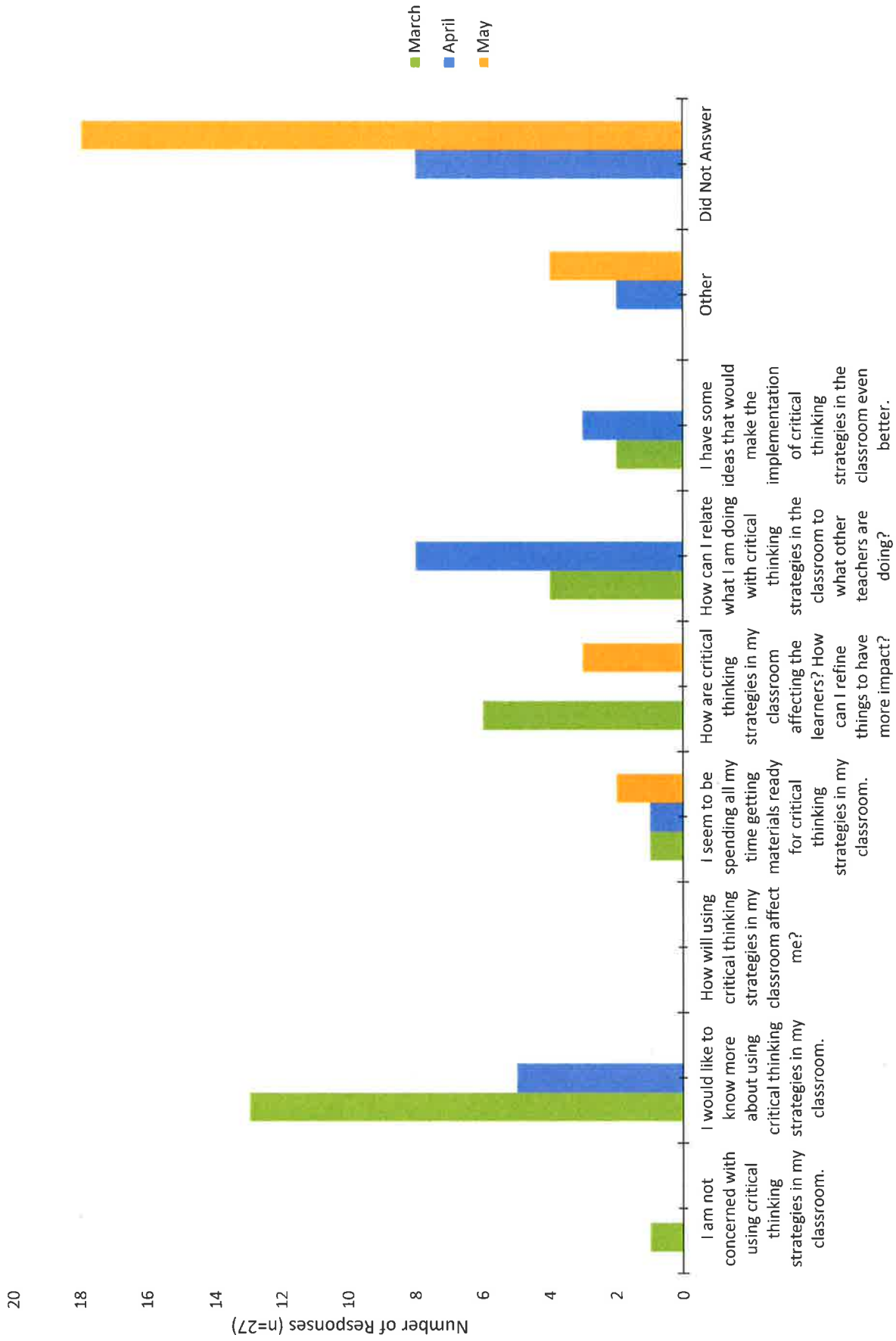
	March	April	May
1 I am not concerned with beginning to use Read&Write for Google and providing digital texts to students.	2	1	0
2 I would like to know more about using Read&Write for Google and providing digital texts to students.	6	3	0
3 How will using Read&Write for Google and providing digital texts to students affect me?	0	0	0
4 I seem to be spending all my time getting digital texts ready for student use in Read&Write for Google.	8	3	2
5 How is my use of Read&Write for Google and providing digital texts affecting the learners? How can I refine things to have more impact?	8	7	5
6 How can I relate what I am doing with Read&Write for Google and providing digital texts to what other teachers are doing?	0	3	1
7 I have some ideas that would make the implementation of Read&Write for Google and providing digital texts to students even better.	3	2	1
8 Other	0	0	0
9 Did Not Answer	0	8	18
	27	27	27

**Question Four What is your level of use of Read&Write for Google and providing digital texts to students? (select the option that best represents your level of use at this moment)**

	March	April	May
1 I don't have an interest in using Read&Write for Google and providing digital texts to students.	0	0	0
2 I am taking the initiative to learn more about using Read&Write for Google and providing digital texts to students.	6	3	1
3 I have definite plans to begin using Read&Write for Google and providing digital texts to students.	0	0	1
4 I am making changes to better organize and plan for the use of Read&Write for Google and providing digital texts to students.	8	6	2
5 I have established a routine for using Read&Write for Google and providing digital texts to students, but making few changes.	4	3	1
6 I am making changes to my use of Read&Write for Google and providing digital texts to students to increase outcomes.	2	4	1
7 I am making deliberate efforts to share with others about using Read&Write for Google and providing digital texts to students.	3	2	1
8 I am seeking more effective alternatives to the established use of Read&Write for Google and providing digital texts to students.	4	1	2
9 Other	0	0	0
10 Did Not Answer	0	8	18
	27	27	27

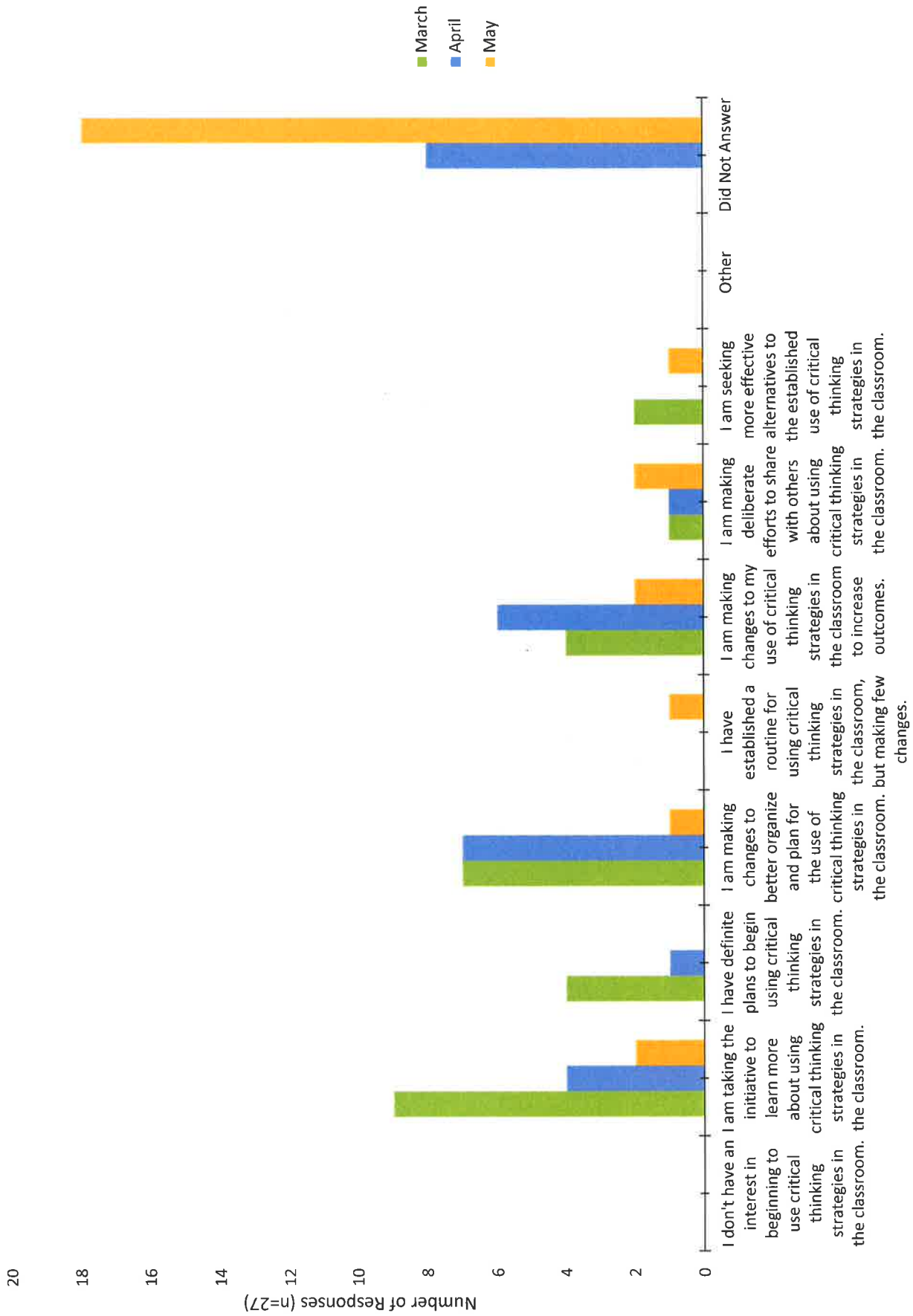


# What is your level of concern regarding the implementation of critical thinking strategies in your classroom?



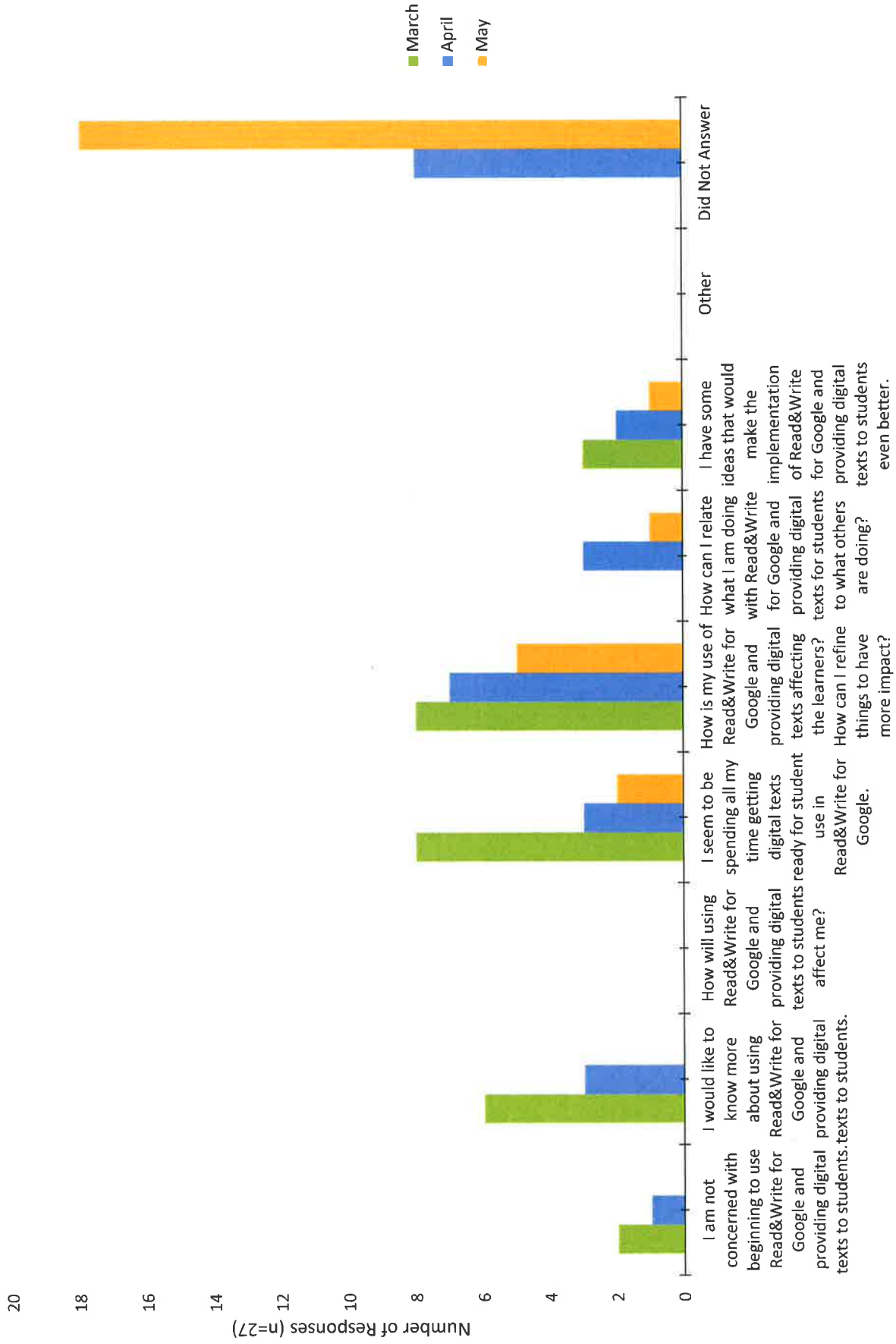


## What is your level of use of critical thinking strategies in your classroom?





# What is your level of concern regarding the implementation of Read&Write for Google and providing digital texts to students?







# What is your level of use of Read&Write for Google and providing digital texts to students?

