

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: Students of Mystery in Mathematics

B. INQUIRY ALIGNMENT:

Which Ministry area from Achieving Excellence did your inquiry address?
Achieving excellence.

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

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?

If we identify the specific learning needs, and personalize the teaching and learning strategies for a student that is struggling in numeracy, then he/she will achieve greater success.

I anticipated that teachers would apply differentiated instruction for the students of mystery. I also anticipated that teachers would discover that successful strategies could be applied to others.

Ideas guiding our inquiry:

- Can we generalize findings from last year towards this SOM (i.e., effective practice based learning)?
- Behaviour is a form of communication...what is the student saying with their inappropriate behaviour during math?
- Will changes in teacher practice impact student practice
- As compared to last year's MISA math projects, we want to ensure **student voice**.
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D. INQUIRY DESCRIPTION:

Please describe what place during your inquiry?

- **what were the learner needs that led to your inquiry focus?**
Junior students were chosen that having challenges achieving success in numeracy even when applying evidence based practice.
- **what were the educator needs that stem from your inquiry?**
Collaborating and brainstorming ideas and reviewing material to develop next steps based on diagnostics assessments and other assessments for learning.
Strategies for improving student motivation
Assisting the specific reading and processing needs in conjunction with the gaps in numeracy.
Examine whether improving their literacy will impact their numeracy.
- **who participated?**
Three classroom teachers from two schools along with two SERTs, and two administrators.
- **what did you do?**
Developed and refined a student profile based on the data and the analysis of the data.
Took videos of the students thinking.
Using the action research model, we developed an overall purpose. From there, we agreed upon an initial plan for each student and met a following date to share the data. Through collaborative discussion, we determined the findings and future next steps for each student. We would always conclude the CI with an agreed upon future date to review the next steps.

How did you collect evidence of student growth? (e.g., pedagogical documentation?)
 We created a student profile based on diagnostic assessments, student work, teacher survey, student survey, IEP (where applicable), psychological educational assessment (where applicable). We would review the student profiles throughout the year based on additional student work.

How did you incorporate student voice?
 Through student surveys and videos of student interviews.

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

Item	Description	Cost
MISA Orientation (Nov, 2017)	CI groups for Eastern Ontario session.	3199.42
Mar 06	CI	\$ 500.52
April 12	CI	\$ 1,210.12
May 10	CI	\$ 1,137.97
May 14	Symposium	\$ 3,650.29
Total		\$ 8,560

F. INQUIRY REPORTING

ACTUAL OUTCOMES AND MEASURES

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

An increase in student voice compared to last year (student profiles have more voice than last year).

Belief in the importance of personalization of learning and the broad benefits that accompany the specific focus “I’m going to continue with a student of mystery regardless of whether it’s a part of MISA or not”

Instructional leadership reflection on the importance of working with teachers on student work:

“I just wanted to thank you for including me in the MISA project this year. I learned a lot about what it takes...But given that all of my participants were new to their positions, and relatively new to teaching, I realize now that they could have all used a bit more hands-on. I think the whole process of closely observing students through data was very useful, and I do hope that they will promote group discussion of non-achieving students”

PROCESS:

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

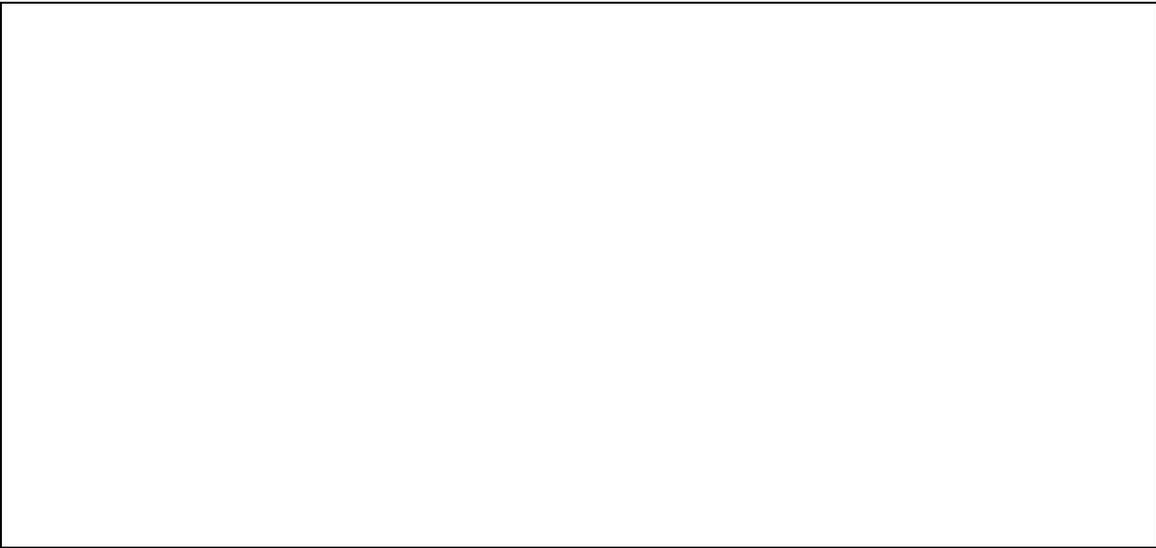
Initially, we were selecting junior students who were having challenges achieving success in numeracy even when applying evidence based practice.

We changed our definition of success to be broader than a math score. Is the student working to his / her potential?

LEARNED/PROMISING PRACTICES:

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

- **The personalization of learning not only benefits the particular student of mystery, but other students.**
- The most notable change that I have noticed with our SOM is her overall improved confidence in mathematics.
- The most notable change in my student was that she became a more multiplicative thinker than an additive thinker.
- We used a video taped pre /post survey and her overall responses, body language and evidence in daily math demonstrated an overall improvement.
- The student used to use repeated addition, draw pictures, and use tally charts to solve problems. After an "intervention" to demonstrate how multiplication is a more efficient method, she started to use multiplication on a regular basis.
- The students perseverance, early interventions, modelling, and classroom manipulatives.
- I feel having the time to thoroughly analyse the Psycho Educational Assessment to decipher the student's needs as well as to communicate with the SERT and SPATS on how to support growth was instrumental in student change.
- I feel that it is important to be able to have the time to look thoroughly through the student OSR. I also feel it is important collect student work, evidence and student voice in order to gain a better snap shot of the student.
- It reinforced to me the value of the Polya model to allow students to take the time to decipher the problem, make a plan, solve it and check for reasonableness. It also made me more aware of the importance of student voice and pedagogical documentation. In addition, it made me more aware of the benefits of spiraling. I am going to try to continue this method of teaching as it provides more of an opportunity for the student's thinking to "stick".
- Time is valuable. Time to plan and collaborate with the teacher. Equally important was being able identify where the student was struggling, try and identify why, and support using interventions and strategies.
- Being given time to discuss challenges and best practices with others was beneficial. Also, I was able to purchase a book on spiraling which was also very beneficial.



G. SUBMISSION OF FINAL INQUIRY REPORT

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

Name of School/District School Board:

Project Liaison Name and Email Address:

DSB MISA Leader Name and Email Address:
