

EBP PHASE 2 SUMMARY REPORT

2017-2018

EASTERN SHORES SCHOOL BOARD

**Note to reader: Modified version of report submitted by board. Financial information has been removed for sharing purposes.*

Project 1 Camp Collaboratif, 6e année

Goals and Activities

The “**Camp collaboratif 6e année**” offered a formula based on collaboration and sharing, but took place remotely using new technologies (Zenlive). The main goal was to standardize the process and the marking.

Outcomes

a.

Sessions for all Elementary Schools	Date	Number of Schools	Number of Teachers
Session 1	December 13, 2018 (AM or PM)	13	15
Session 2	March 28, 2018 (AM or PM)	11	12
Session 3	June 11, 2018 (Full Day)	13	13
Session 4	June 14, 2018 (AM only)	13	13

- b. Based on participants’ evaluation of each session, the platform Zenlive worked great, the sessions offered were well organized, hands-on and were based on participants’ needs and real samples were used by presenters. In addition, tools created were amazing! The collaborative group marking was definitely a concept we need to keep. Participants were extremely pleased by the fact that they were not left alone with marking their students’ written production and were able to have another point of view to validate their marking. On a survey, 100% of participants said they would recommend an online group marking to another teacher. They also appreciated the “Help Centre” offered by the FSL Consultant and Julie Provencher that was available all day during their marking session.

Suggestions for a follow-up: Given that workshops were all offered online in the past years, teachers are requesting face-to-face workshops/collaborative marking. The next step is to focus on mini-lessons as we have noticed participants do not vary what they do in class with students, especially in reading and writing. Rather than teaching a concept and offering support, they often only give a task. The book “**Le grand livre des stratégies de lecture**” should be purchased and a workshop offered.

Money allocated was used to pay for substitution costs.

Project 2 Camp Collaboratif au secondaire à tous les niveaux

Goals and Activities

The “**Camp collaboratif au secondaire à tous les niveaux**” offered a formula based on the collaboration and sharing, but took place remotely using new technologies (Zenlive). The main goal was to ensure ongoing training in each competency during the year and collaborative evaluation of all difficult cases at the end.

Outcomes

a)

Sessions for all Secondary Schools	Date	Number of Schools	Number of Teachers
Session 1: Interagir	January 17, 2018 (AM or PM)	9	13
Session 2: Lecture	March 29, 2018 (AM or PM)	9	13
Session 3: Écriture	April 26, 2018 (AM or PM)	9	14
Session 4: Correction collaborative	June 15, 2018 (All Day)	9	12

b) Based on participants’ evaluation of each session, the platform Zenlive worked great, the sessions offered were well organized, hands-on and were based on participants’ needs and real samples were used by presenters. Targeting ALL FSL high school teachers was definitely a great choice. The ongoing PD during the year by offering half-day sessions was appreciated by participants. The collaborative group marking was definitely a concept we need to keep. Participants were extremely pleased by the fact that they were not left alone with marking their students’ written production and were able to have another point of view to validate their marking. They also appreciated the “Help Centre” offered by the FSL Consultant and Julie Provencher that was available all day during their marking session.

Suggestions for a follow-up: The next step is to focus on mini-lessons as we have noticed participants do not vary what they do in class with students, especially in reading and writing. Rather than teaching a concept and offering support, they often only give a task. The book “**Les ateliers de lecture et d’écriture au quotidien**” should be purchased and a workshop offered.

Money allocated was used to pay for substitution costs.

Project 3 GB+

Goals and Activities

GB+ evaluations are similar to DRA, but in French. This is a data-based evaluation tool that enables teachers to evaluate students' reading level in order to offer appropriate reading materials. Training without follow-up remains difficult. The video and the time spent on preventive assessment (mid-year--Tier 2) will allow for targeted instructions based on needs and ongoing training always available.

Outcomes

a)

Sessions for all Elementary Schools	Date	Number of Schools	Number of Teachers
GB+ Evaluation of students -1 Day: Mid-year evaluation for Tier 2 students (all schools) -1 Day: Evaluation of students for small schools (BCHS#1, BCHS#2, BAS, EIS, Fermont, GIS, MBS, Riverview, SPDS, St-Pat's) -2 Days: Evaluation of students for large schools (Flemming, GES, NCHS, NRHS)	May/June 2018	13	14

b)

Teachers really appreciated having time to assess students and the mid-year evaluation as it allowed them to focus/target their teaching. The tracking is now on GPI which simplifies the process and enables us to view a student's progress throughout his/her elementary pathway. They also enjoyed the video that was produced and will be using it as training purposes and as a refresher.

Suggestions for a follow-up: Create time for teachers to have ongoing GB+ evaluations.

Money allocated was used to pay for substitution costs.

Project 4 Benchmark Assessment

Goals and Activities

Teachers from four schools, Gaspé Elementary School, Escuminac Intermediate School, Metis Beach School, and Fermont, participated in the BENCH training sessions. The learning intentions for the training sessions were: 1) To understand the need for assessment and how results inform instruction 2) To administer, score and interpret results of the BENCH.

Outcomes

School	Date(s) of Training Session	Number of Participants
Fermont	March 16 & March 28	3
Gaspé Elementary School	April 3	10
Metis Beach School	April 9	5
Escuminac Intermediate School	April 26	3

As a school team, teachers participated in an initial 3 1/2 hour training session. Next, the ELA consultant offered guided practice to individual teachers, as they assessed their students. Teachers then finished assessing their students on their own. Release time for teachers was provided through EBP funds. The assessment kits were purchased by the schools.

Evaluations of the training sessions were positive. Guided practice with individual teachers was well received. The online sessions with Fermont were difficult because of connection issues at the Fermont School.

Next steps: We hope to offer follow-up sessions to the teachers who have received training in the past two years. Also, we hope to expand the pilot project to include three additional schools in the 2018-2019 school year.

Project 5 Ed. Services RTI Support to Schools

Goals and Activities

The Ed. Services team developed and delivered half day and full day RTI workshops, focussed on defining quality Tier 1 instruction and writing subject-specific essential learning goals.

Outcomes

School(s)	Date of workshop	Number of Participants
NRHS and EIS	November 16th, half-day	22
Elementary NCHS, SPDS and St. Pat's	December 14th, full day	30
Secondary NCHS, Evergreen, GPS	January 8th, full day	25
Fermont	February 7th, half-day	3
Métis Beach	April 16th, half-day	10
BCHS*	April 18th, full day	*10 (41)
Grosse Isle	May 18th, full day	12

*A spring storm cancelled the April 18th workshop that was to be given at Riverview for all North Shore schools - instead the workshop was given locally at Baie-Comeau High School.

b) Our workshop exit card had three sections. The first section asked participants to explain key concepts from the workshop in their own words. The second section asked how participants planned to use the workshop information and material. Finally, we asked for general feedback on the session. This allowed the Ed. Services team to evaluate from workshop to workshop if our presentation was effective and allowed us to make adjustments as we went. Participants were generally satisfied and happy with the work that was done on essential learning goals. Many teachers asked for more collaborative time to develop detailed curriculum maps for their subjects, integrating essential learning goals and learning targets for students.

All workshops were done on early release or P.Ed days. Monies allocated were used for travel costs (including lunches).

Project 6 Lead Data Team Action Research

Goals and Activities

The goal of the Action Research is to study the impact of the Summer Math Institute PD on changing teacher practice. This year, time was spent developing the Project. In 18-19, two schools, Gaspé Elementary and Grosse Isle School have agreed to participate.

Outcomes

Three LDT seminars were attended, with a focus on developing the Action Research Project. Funds were used for travel costs.

Submitted by: Ann Guilbeault, Education Consultant

Date: 22 June 2018

2018-2019 PHASE 2 PROJECTS: INFORMAL SURVEY

We would like to know your general plan for next year. Please, identify which applies best to your situation. This is an informal survey and is not a commitment.

1. We plan to continue the work next year, with only minor changes to the project(s) or budget(s)
2. We are making major changes to our project
3. I don't know yet
4. The project is complete.